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A HAND-BOOK OF THE ENGLISH LANGUAGE FOR HIGH SCHOOLS

CONTAINING

Full Notes on Grammar, Analysis and Composition, with a copious classified collection of Graduated Exercises

BY

K. SUBRAMANIA AIYAR, B.A.,
History Lecturer, Pacheappa's College, and Headmaster, Chengelroya Naicker's Commercial and Technical High School, Madras.
Author of 'Copious additional Notes on Dr. Bradshaw's Fifth Reader.'

AND

A. M. SUNDARA SIVA, B.A.,
Assistant, Madura College.

SECOND EDITION, REVISED AND ENLARGED.

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TO

JOHN ADAM, Esq., M.A.,

Principal, Pacheappa's College, Madras.

THIS HAND-BOOK

Is most respectfully dedicated,

(*WITH PERMISSION*)

As a token of gratitude and esteem,

BY HIS HUMBLE SERVANTS,

THE AUTHORS.

PREFACE.

We have had a large number of Indian publications on the English language, some of which are really good. But they devote more attention to the supplying of information than to the exercising of students in the application of the general principles taught. Pupils may be taught exhaustive rules for the conversion of the direct into the indirect form of speech or the active into the passive voice, but may be perfectly at a loss to see how to apply the rules in a given case. It will be conceded that a student can best learn a subject by exercising himself thoroughly in the application of general rules. Set before him the general principles, illustrate each principle fully, answer a few select questions for him as models, then supply him with copious exercises bearing on each principle, make him think out the answers for himself, and, when he fails, point out his error and we shall find that we have adopted the most effective method of teaching the subject. It is on this principle that this book has been written.

In this book general principles have been fully explained and illustrated. Full notes have been given on analysis and the interchange of equivalent forms. Copious exercises have been given in each chapter and they have all been carefully classified and graduated. *All* the questions in 'General English' set to the Matriculation Candidates of the Madras University from 1874 to 1886 have been classified, and each question inserted in the chapter appropriate to it. That it has been possible to find a suitable place in the book for every one of these university questions will shew that the book covers a sufficiently wide range of subjects.

The book contains upwards of 2,000 exercises; a good number of them are from papers set at the principal schools

of this Presidency to students of the 5th and 6th classes and from the Language papers set at the Government fifth class Comparative Examinations, while others are original. Passages and sentences given for conversion from one form into another have been taken from the works of the best English authors.

However much masters may differ in their methods of teaching grammar, analysis and composition, they will all agree in thinking that, as soon as a rule has been explained and illustrated in class, the pupils should be taken through a series of exercises bearing on that rule and that, after a number of rules have been taught in this manner, the boys should be taken through another series of *miscellaneous* exercises. It will not be denied that a number of such exercises cannot be supplied off-hand in the class-room, especially in classes of 40 and 50 boys. It means therefore that the master must previously go through the laborious, though interesting, process of collecting and classifying a series of exercises bearing on the different rules and principles he purposes to teach in class. This book is intended to save teachers this labor. Every effort has been made to reduce the *labor* of the teacher to a minimum and to render the student every *legitimate* assistance.

My thanks are due to the Principals and Headmasters of various schools that have so kindly encouraged the use of this hand-book as a text-book in their high school classes. The very kind reception accorded by the public to the first edition has encouraged me to come out with a second; and no pains have been spared to make the book in every way deserving of the patronage that the public have kindly extended to it. The chapter on analysis has been thoroughly revised; the chapter on the interchange of simple, complex, and compound sentences has been simplified. The chapters on grammatical particles, synonyms, homonyms, similar phrases and sentences

have been recast, so as to bring them in harmony with the general plan of the book. The various uses of the chief particles have been explained, synonyms distinguished, and exercises given to test the student's knowledge of the uses of particles and of synonymous words and phrases. The chapter on composition has been enlarged, and a chapter on Letter-writing added. A glance at the table of contents will shew how far this plan has been carried out. The order in which students may most advantageously be taken through these nineteen chapters is left to the discretion of each master.

Mr. A. M. Sundarasiva, B. A., has rendered material aid in the preparation of this hand-book—in the collection as well as in the classification of the exercises. No chapter has been passed through the Press without being carefully scrutinized by me and by him.

In conclusion it is hoped that those concerned in the education of our young lads will find this hand-book acceptable, and oblige me by pointing out any errors that may have crept in, for which I shall feel most grateful.

MADRAS,
February 1888.

K. Subramania Aiyar.

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CHAPTER I.

THE ANALYSIS OF SENTENCES.

Sec. I.—THE ELEMENTS OF A SENTENCE.

A SENTENCE is a *complete* thought expressed in words; and every sentence consists of a *subject* and a *predicate.*

The SUBJECT of a sentence is that respecting which an assertion is made; and the PREDICATE is that which contains what is asserted of the subject.

Each of these two essential parts of a sentence, *viz.*, the subject and the predicate, may be enlarged by *words, phrases,* or *clauses.*

The subject is enlarged by qualifying words, called the *attribute* or *adjunct* to the subject.

The predicate is enlarged by (1) words intended to complete the sense of the predicate, called the *completion of the predicate,* (2) words intended to extend the meaning of the predicate, called *the extension of the predicate.*

A sentence is therefore composed of the following two primary elements, *viz* :—

i The SUBJECT whose type is the *noun*, and

ii The PREDICATE whose type is the *verb*,

and may contain one or more of the following three secondary elements, *viz* :—

i The ATTRIBUTE TO THE SUBJECT, whose type is the *adjective*,

ii The COMPLETION OF THE PREDICATE, whose type is the *noun*, &

iii The EXTENSION OF THE PREDICATE, whose type is the *adverb*.

Each of these secondary elements may be enlarged by *words, phrases,* or *clauses.*

I.—The Subject.

The SUBJECT of a sentence is a word, phrase, or sentence, answering to the question *who* or *what,* and standing in the nominative relation to the predicate.

The subject of a sentence may be :—

A. A WORD, having the force of a *noun*.

1. The *lion* roars.
2. *He* returned ; *it* rains.
3. *Lying* is an abomination unto the Lord.

B. A PHRASE, having the force of a *noun*.

1. *To part such loving friends* would be a great pity.
2. *Doing good* is our duty.
3. *The dishonest* will in the end come to grief.

C. A CLAUSE, having the force of a *noun*.

1. *That every one of us should help him in the matter* is obvious.
2. *How he secured such a high position in the list* is not clear.

II.—The Attribute to the Subject.

The ATTRIBUTE TO THE SUBJECT is a word, phrase or clause extending or limiting the meaning of the subject.

The subject of a sentence may be enlarged by :—

A. A WORD having the force of an *adjective*.

1. The *treacherous* minister threw the unsuspecting captain over-board.
2. *That* girl is my only child.
3. John Cabot, *the Venetian*, sailed from Bristol.
4. The *Magistrate's* orders were carried out.
5. The deep waters *outside* are the home of the finest fishes.
6. *Almost a* dozen were absent.

B. A PHRASE, having the force of an *adjective*.

1. Monsters *of the deep* added to the terrors of his solitude.
2. A man *of virtue* is respected by all.
3. The Caliph, *having heard of this magician*, sent for him.
4. *Having gained our purpose*, we departed.
5. Five *of their teachers* were absent.

C. A CLAUSE, having the force of an *adjective*.

Monsters of the deep, *which frequently lay on the shore*, added to the terrors of his solitude.

III.—The Predicate.

The PREDICATE of a sentence is called *simple* when it is a single verb, and *complex* when it is made up of a verb of incomplete predication and its complement. In case A, it is *simple* and in cases B and C, *complex*.

The Predicate may consist of:—

A. SOME PARTICULAR VOICE, MOOD OR TENSE OF THE FINITE VERB.

1. He *passed* in the first class.
2. It *was fanned* by continual breezes.
3. The figure of a man *could be descried.*

B. The VERB *be*, *seem*, *become*, *grow*, or *appear*, followed by a word or a phrase.

1. His terror *was great.*
2. He *was a magician.*
3. A remarkable man *was amongst them.*
4. The business *is of moment.*
5. He *seems intelligent.*
6. They *became poor.*
7. He *has grown tall.*
8. You *appear ill.*

C. The VERB '*to be*' followed by a clause.

The purse *was where I left it.*

N. B.—The verb '*to be*' is, in these cases, called the COPULA or the connecting link.

IV.—The Completion of the Predicate.

The *completion of the predicate* consists of a word, phrase or sentence, used to complete the sense of the predicate, when the verb does not suffice to convey an entire notion of the action affirmed of the subject.

The completion of the predicate is usually called the *object;* and objects are **direct** or **indirect**.

The direct object.

The DIRECT OBJECT is a word, phrase, or sentence, standing in the objective relation, and answering to the question *whom* or *what?*

The direct object may be:—

A. A WORD, having the force of a *noun.*

1. He tore *the curtain* to pieces.
2. They will feed *him.*
3. We respect *the just.*
4. I desire *to go.*

B. A PHRASE, having the force of a *noun.*

1. He wished *to die a martyr.*
2. Forbear *scoffing and jesting at the deformities of others.*

C. A CLAUSE having the force of a *noun.*

1. He admitted *that he was wrong.*
2. I do not know *if he has passed.*

The direct object may be enlarged by:—

A. A WORD, having the force of an *adjective*.

The little creature licked *his formidable* chaps.

B. A PHRASE having the force of an *adjective*.

He traversed the limits *of his straitened dominions*.

C. A CLAUSE, having the force of an *adjective*.

He tore every dog *that was put into his cage*.

The indirect object.

The INDIRECT OBJECT is a secondary completion of the predicate which must be added to certain classes of verbs in order to express adequately the whole sense of the predicate.

Cases in which there are two objects—the direct and the indirect.

The indirect object may be:—

A. A NOUN or a PRONOUN in the objective case, with the preposition *to* or *for* expressed or understood. This form of the indirect object is called the DATIVE or PERSONAL object.

Verbs of *telling*, *bringing*, *giving*, *offering*, *lending*, *sending*, *showing*, *promising*, govern a dative of the *person* as well as an objective of the *thing*; the personal object in examples 9 and 10 represents the person *for whom* the action is done.

1. He told *me* the truth.
2. He brought it to *me*.
3. They gave *him* five pounds.
4. They offered *the Police* a good reward.
5. He lent *me* ten Rupees.
6. Who sent *you* the money?
7. He showed *me* the hall.
8. The judge promised *him* pardon.
9. He plucked (for) *me* a flower.
10. Rob (for) *me* the Exchequer.

B. A PERSONAL object, other than the *dative*.

Verbs of *asking*, *begging*, *requesting*, &c., take two objects one of a person (the indirect object) and the other of a thing (the direct object).

The *personal object* is the indirect object, and has a preposition, other than *to* or *for*, expressed or understood before it.

1. He asked (of) *me* a few questions.
2. I begged a favor of *him*.

C. A GENITIVE OBJECT * consisting of a noun or a pronoun governed by the preposition *of*.

They accused him *of perjury*.

Dr. BAIN would call this an adverbial adjunct of manner.

---

* See MORELL's Analysis under the heading 'Indirect object.'

D. A FACTITIVE OBJECT.

Verbs of *making*, *calling*, *naming*, *appointing*, *nominating proclaiming*, *electing*, &c., take two objects of the same person, or thing; one of them is *direct*, and the other *indirect* or *factitive*. The *factitive object* expresses the effect of the action of the verb on the direct object.

1. They made him *king*.
2. He called them *cheats*.
3. We named the child *Rama*.
4. The committee appointed him *secretary*.
5. The Taluq Board have nominated you *manager*.
6. They proclaimed him *king*.
7. The voters of this Division have elected Mr. A *Commissioner*.

Note.—The *factitive object* may be preceded by the participle *as* or the preposition *for* as in examples 1 and 2, or may consist of an *adjective*, an *infinitive*, or a *participial phrase*, as in examples 3 to 8.*

1. They took me *for a prince*.
2. I regarded him *as a wise man*.
3. Break that staff *open*.
4. Think him *human* still.
5. The old knave bade me *look again*.
6. I advise you *to work hard*.
7. We found the room *crowded*.
8. I asked him *to go*.

The adjectives *open*, and *human* are called factitive adjectives, and in grammar, are parsed as adjectives qualifying the objects *staff* and *him* factitively. The phrases '*me look again*,' '*you to work hard*,' '*the room crowded*' and '*him to go*' are regarded as *complex objects*.

[The *factitive objects* in case D would, according to Dr. BAIN, be called *complements of the predicate*. These factitive verbs are according to that grammarian, verbs of incomplete predication taking an object and a complement.]

Cases in which only one object—the indirect—is taken.

E. A NOUN or a PRONOUN in the nominative case, when the factitive notion is expressed by a passive verb. This is called the retained object or secondary completion of the predicate.*

1. He was elected *president*. 2. They were appointed *clerks*.

F. A COGNATE OBJECT.* Certain intransitive verbs take after them objects which are kindred in meaning to the verbs; such objects express manner and intensify the meaning of the verb.

1. Die the *death* of the righteous. 2. He dreamt a *dream*.

* See MORELL's Analysis.

G. A NOUN or a PRONOUN following a prepositional verb; prepositional verbs take an object after them, which will be called *direct*, if the preposition is taken with the verb, and *indirect*, if the preposition is taken with the object.

1. He despaired *of success.*
2. He never swerves *from the path of duty.*

'*Despaired of*' and '*swerves from*' may be taken to be transitive verbs; and '*success*' and '*the path of duty*' may be taken to be direct objects.

Or; '*Despaired*,' and '*swerves*' may be taken to be intransitive verbs and '*of success*' and '*from the path of duty*' may be taken to be indirect objects.

When an intransitive verb like *despair* or *swerve* becomes transitive by the addition of a preposition, the verb with the preposition is called a *prepositional* verb.

H. An OBJECT of *measurement*, *weight*, or *value*, following a verb of smilar import.

1. The parcel measures three *feet.*
2. Your luggage weighs five *pounds.*
3. A copy of that book costs *a Rupee.*
4. *What* does this house cost?

There are certain intransitive verbs called *verbs of incomplete* predication, which take after them a noun in the *nominative* case called 'THE COMPLEMENT OF THE PREDICATE,' and *not*, 'the object.' Such are the verbs 'to seem,' 'to grow,' 'to become.'

1. He seems *a clever boy.*
2. He has grown *a tall person.*
3. I became a *teacher* years ago.
4. You will make a good *teacher.*

Note that 'make' is *not* here a *transitive* verb, meaning 'form' or 'create,' *but* a *neuter* verb.

Words used to convert a verb into a predicate form the *complement* of the predicate; words used to complete the meaning of the predicate form the *completion* of the predicate. The former is a part of the predicate, which the latter is not.

[Dr. BAIN classes factitive verbs in the passive voice (case E.) with verbs of incomplete predication. The words '*president*' and '*clerks*' would, by him, be called *complements of the predicate.*

The *cognate objects* referred to on the previous page (case F) would, by Dr. BAIN, be called *adverbial adjuncts of manner.*]

V.—The Extension of the Predicate.

The *extension of the predicate* is an adverbial adjunct extending the meaning of the predicate.

The extension of the predicate may be :—

a. AN ADVERB OR AN ADVERBIAL PHRASE.

He watched it *perpetually.*

They finished their meal *very lovingly together.*

b. A PREPOSITIONAL PHRASE.

He beheld it *with an eye of philosophic inspection.*

c. A NOUN PHRASE, having the force of an *adverb.*

They fought *hand to hand.*

Accusatives of time and space are included under this head.

He goes to school *every day.*

He rode *three miles.*

d. A PARTICIPIAL PHRASE, used *adverbially.*

He came *running.*

Running on the summit of a hill, he fell down a precipice.

e. AN INF. OF PURPOSE OR RESULT OR AN INF. PHRASE.

1. He eats *to live.* (inf. of purpose.)
2. The night closed in only *to find him in all the anguish of his sorrow.* (inf. of result).

f. THE NOM. ABSOLUTE.

The island abounding only with wild goats, he thought it best to search for shell-fish on the shore.

Adverbial adjuncts denote:—

(A) TIME, (B) PLACE, (C) MANNER, (D) CAUSE AND EFFECT.

A. Adverbial adjuncts of time denote :—

a. POINT OF TIME, answering to the question '*when ?*'

1. The crows gather together *on the approach of evening.*
2. The college re-opens *on the 30th instant.*
3. He returned *two days ago.*
4. *What time* shall we start ?

b. DURATION OF TIME, answering to the question '*how long ?*'

1. *For an hour or two,* they enjoy the luxury of the bath.
2. He studied *four years* in Pacheappah's College.
3. He suffered *many years.*

c. REPETITION answering to the question '*how often ?*'

1. We are examined four *times* a year.
2. We meet *every year* for this purpose.

N. B.—Days, time, years, times, and *year* are accusatives of time in these examples.

B. Adverbial adjuncts of place denote:—

a. REST IN A PLACE answering to the question, '*where?*'

He was shut up *in a cage.*

b. MOTION FROM A PLACE, answering to the question '*whence?*'

He returned *from Bombay* yesterday.

c. MOTION TO A PLACE, answering to the question '*whither?*'

He goes *to Tanjore* to-morrow.

d. SPACE.

He owed money *for a mile round Soho.*

e. DISTANCE.

1. He walked *five miles.* 2. The road is *five yards* broad.

N. B.—Miles and *yards* are accusatives of space.

C. Adverbial adjuncts of manner denote:—

a. MANNER, properly so called, answering to the question 'how?'

1. The servants *quickly* brought him his clothes.
2. He died *heroically.*

b. DEGREE answering to the question '*in what degree?*' or '*to what extent?*'

His clothes were *entirely* soiled.

c. INSTRUMENT, answering to the question '*with what?*'
Cut it open *with a knife.*

d. AGENCY, answering to the question '*by whom?*' or '*by what?*'

1. He was thrown into the sea *by the minister.*
2. The city was destroyed *by an earthquake.*
3. He was struck dead *by lightning.*

e. ACCOMPANYING CIRCUMSTANCES.

They marched to the battle-field *with a large army.*

f. REFERENCE.

1. Shall they not partake *in glory.*
2. There is no doubt *about your being entertained*; but *with respect to your being paid so high,* I have not yet made up my mind.

D. Adverbial adjuncts of cause and effect denote:—

a. GROUND OR REASON.

1. He died *of fever.*
2. *His passion being thus inflamed,* he would dart his fangs into the boards.

b. CONDITION.

1. *With perseverance,* you can win the day.
2. *Respecting ourselves,* we shall be respected.

c. PURPOSE.

He bribed the voters *to ensure his being elected.*

d. MOTIVE.

The minister acted *from jealousy* in handing him over to the Police.

e. MATERIAL.

This table is made *of sandalwood.*

f. OPPOSITION.

The municipality imposed fresh taxes *in defiance of law.*

g. RESULT OR CONSEQUENCE.

The patient returned from the hospital *only to die.*

SEC. II.—KINDS OF SENTENCES.

Sentences are of three kinds :—**Simple, Complex,** and **Compound.**

A SIMPLE SENTENCE is that which contains one subject and one predicate.

A COMPLEX SENTENCE is that which contains two or more finite verbs with one principal subject and predicate.

A COMPOUND SENTENCE is that which contains two or more principal subjects and predicates.

I.—The Simple Sentence.

The subject of a *simple sentence* may be simple or enlarged; and the predicate may be simple or complex. But neither the enlargement of the subject nor the complement of the predicate may be a clause. The predicate may be enlarged by a completion and an extension, and the completion as well as the extension of the predicate may be qualified by adjuncts. But neither of these nor any of their adjuncts may be a clause.

Hence so long as the primary and secondary elements of a sentence and their enlargements are words or phrases, the

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sentence is simple; when any of these elements or any of their enlargements is a clause, the sentence becomes complex.

II.—The Complex Sentence.

The *complex sentence* consists of one principal sentence with one or more subordinate sentences. The part containing the main subject and predicate is called the *principal sentence*; and the part containing any of the other finite verbs is called *a subordinate sentence* or *clause*; both principal and subordinate sentences are *simple* sentences; but the subordinate sentence is connected with the principal sentence by means of a subordinating conjunction.

Subordinate sentences are of three classes:—

i. The NOUN CLAUSE, ii. The ADJECTIVAL CLAUSE, iii. The ADVERBIAL CLAUSE.

i. The Noun clause.

The *noun clause* occupies the place and follows the construction of a noun; it is equivalent to a noun or a noun phrase. It may take the place of :—

a. The SUBJECT.

1. *That they are a great people* is beyond question.
2. *Whoever secures the highest marks* will secure the prize.
3. *It* is not known *if he has returned.*

b. The COMPLEMENT OF THE PREDICATE.

1. My impression *has* always *been that he is an honest boy.*
2. The fact *is that he knows no law.*

c. The DIRECT OBJECT TO THE VERB, where the verb takes only one object.

1. No one knew *who the captain of the ship was.*
2. Find out *if his hopes are well-founded.*
3. The daughter said: "*Please send for that beggar.*"
4. He asserted *that it was time.*

d. The DIRECT OBJECT TO THE VERB, where the verb takes two objects.

1. The king asked him *whence he came* and *how he came.*
2. The book teaches us *why a damp house is unhealthy.*
3. I told him *that he was wrong.*

e. The OBJECT TO AN ADJECTIVE which forms part of the predicate.* The noun clause will in this case be called 'the completion of the predicate.'

1. I am sure *that he has been appointed.*
2. I am anxious *that he should pass the examination.*

f. The OBJECT TO A NOUN which has the force and meaning of a verb.*

1. There is no proof *that he did this* (*no proof* = nothing to prove).
2. He did this in the hope *that he will deserve it.* (*In the hope that* = hoping that.)

g. The NOUN IN APPOSITION.

1. The fact *that he stands high in the list* is proof enough to his industry.
2. It is not known *if he will accept the offer.*

NOUN CLAUSES ARE INTRODUCED BY:—

a. The conjs. *that* or *but that* when they contain an assertion.

1. I said *that I would not go.*
2. I have no doubt *but that he will consent.*

b. The conjs. *if* or *whether* when they contain an indirect interrogation.

I asked him *if he knew anything about it.*

c. Interrogative pronouns or interrogative adverbs.

1. He knows *who I am.*
2. I do not know *when he passed.*

ii. The Adjectival clause.

The *adjectival clause* occupies the place and follows the construction of an adjective, and may be attached to a noun in any part of the sentence.

1. The little brute, *whose appetite happened to be eager at the time,* was desirous of making a monopoly of the whole.
2. It is an account of the day *when your Lordship became governor of this island.*
3. He turned from all *that was offered* with loathing.

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* See Dr. BAIN's Higher English Grammar under the heading 'noun clause' in the section on 'The Analysis of Sentences.'

4. He had seized the moment *when his head was turned* to carry off the knife.

5. It was approaching the cluster of blossoms *where the humming-bird was at that moment.*

ADJECTIVAL CLAUSES ARE INTRODUCED BY :—

1. The relative pronouns *who*, *which* or *that*, or
2. The adverbial relatives *when, where, whither, whence, why, wherefrom, whereat, &c.*

iii. The Adverbial clause.

The *adverbial clause* occupies the place and follows the construction of an adverb.

The adverbial clause denotes :—

A. TIME, B. PLACE, C. MANNER, D. CAUSE AND EFFECT.

A. Adverbial clauses of time denote :—

a. POINT OF TIME answering to the question '*when ?*'

I went to Tanjore *as soon as I received your letter.*

b. DURATION OF TIME answering to the question '*how long ?*'

The lion held down his head *while the little creature licked his chaps.*

c. REPETITION answering to the question '*how often ?*'

1. Speak well of the absent *whenever you have a suitable opportunity.*
2. You may attend our meetings *as often as you please.*

ADVERBIAL CLAUSES OF TIME ARE INTRODUCED BY :—

The adverbial conjunctions, *as, as soon as, when, before, after, while, whenever, as often as, until, &c.*

B. Adverbial clauses of place denote :—

a. REST IN A PLACE answering to the question '*where ?*'

I shall halt *where you please.*

b. MOTION TO A PLACE answering to the question '*whither?*'

I shall accompany you *whithersoever you may go.*

c. MOTION TO A PLACE answering to the question '*whence ?*'

I returned *whence he came.*

ADVERBIAL CLAUSES OF PLACE ARE INTRODUCED BY:—

The adverbial conjunctions *where, whither, whence, wherever, wheresoever, whithersoever, &c.*

C. Adverbial clauses of manner denote :—

a. LIKENESS OF ANALOGY.

As is the father, so is the son.

b. RELATION (*i. e.* proportion, equality, inequality, certainty).

1. *The harder you work*, the higher will be your position in the list.— *Proportion.*
2. The palmyra is as useful *as the cocoanut* (is useful).—*Equality.*
3. Prevention is better *than cure* (is good).—*Inequality.*
4. *As sure as I speak*, you will repent of this.—*Certainty.*

c. EFFECT OF CONSEQUENCE.

1. He acted so unconcernedly *that he killed them with the greatest ease.*
2. This manner of life grew so pleasant *that he never felt his time heavy.*
3. They were so rejoiced *that they could hardly speak.*

ADVERBIAL CLAUSES OF MANNER ARE INTRODUCED BY:—

As, as if, as though, as-as, than, so-as, accordingly, &c.

D. Adverbial clauses of cause and effect denote :—

a. GROUND OF REASON.

1. *As one of our party had a curiosity to see the two friends eat together*, he sent for twenty pounds of beef.
2. *Since he has sworn it*, I am satisfied.
3. He is proud *that he is noble* (because he is noble). *

b. CONDITION.

1. I shall help you off the rock *if you will pay me for it.*
2. Never speak ill of others *unless they deserve it.*

c. CONCESSION.

1. *Though I have seen many specimens of a better sort*, I agree with his conclusion as to the nature of the food offered for sale.
2. *Careful as you are*, I am afraid you will be cheated.
3. No article can with safety be left unguarded, *however unpromising may be its quality.*

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* See Dr. BAIN's Higher English Grammar, example 56 in the section on 'Analysis.'

d. PURPOSE.

1. Study *that you may improve.*
2. Hold down your rod of justice *that I may swear upon it.*
3. Please send for him *that we may find out how the ring came into his hands.*

ADVERBIAL CLAUSES OF CAUSE AND EFFECT ARE INTRODUCED BY :—

Because, as, whereas, inasmuch as, since, seeing that, if, unless, except, though, although, however, that, so that, lest, &c.

III.—The Compound Sentence.

The *compound sentence* consists of two or more principal sentences co-ordinate with each other; one or more subordinate sentences may be attached to any one of them.

Two principal sentences are connected by *co-ordinating* conjunctions; whereas, a principal and a subordinate sentence are connected by *subordinating* conjunctions.

Co-ordinate means 'of an equal order or rank.'

Subordinate means 'of a lower order or rank.'

The nature of the co-ordination in a compound sentence may be :—

A. COPULATIVE, B. DISJUNCTIVE, C. ADVERSATIVE, D. ILLATIVE.

A. Copulative co-ordination.

When one assertion is super-added to another, thus extending the meaning of the whole, they are said to be united *copulatively*.

1. His heart sank within him *and* (he) *melted at the parting with his comrades.*
2. He was not only caned *but* (he was) *expelled from the College.*

The copulative conjunctions are such as:—*and, moreover, furthermore, both-and, as well as, likewise, also, &c.*

B. Disjunctive co-ordination.

When two sentences are placed together, but their meaning is, disconnected or distributed, they form the case of *disjunctive co-ordination.*

1. You must be regular in your attendance; *otherwise, you will be dismissed.*

2. He is neither regular in attendance, *nor* (is he) *attentive in class.*

THE DISJUNCTIVE CONJUNCTIONS are :—*else, otherwise, either-or, neither-nor, &c.*

C. Adversative co-ordination.

When the co-ordinate parts of a sentence present two assertions in opposition to one another, they are said to be in *adversative co-ordination.*

1. The lion did not devour the spaniel *but invited it to partake of the meal before them.*
2. Whoso stoppeth his ears at the cry of the poor, he also shall cry himself, *but he shall not be heard.*

D. Illative co-ordination.

He was always known as a liar *and consequently his words never carried any weight.*

The ILLATIVE CONJUNCTIONS are :—*therefore, consequently, hence, &c.*

SEC. III.—EXAMPLES OF ANALYSIS.

A few sentences have been selected from the exercises given at the end of this chapter and analysed, some fully, and others into clauses and phrases, to serve as models : Thus exercises 42—45, 49, 64, 65, 69, 70, 71, 73, 76, 94 and 95 have been answered below.

42. A complex sentence :—

(*a*) Taking delight in everything, he soon made the hut by ornaments a delicious bower. *Princ. sentence.*

'Taking, '&c'.—everything' is an *adj. attribute* to '*he*;' 'by ornaments' is an *adv. adjunct* and 'a delicious bower' is the *indir. obj.* of '*made.*'

(*b*) In which he lay. *Adj. cl.* to '*the hut*' in (*a.*)

(*c*) Which he cut down from a wood. *Adj. cl.* to '*ornaments*' in (*a*).

(*d*) Near which it was situated. *Adj. cl.* to '*a wood.*'

43. A compound sentence :—

(*a*) I had, &c.—stile. *Princ. sentence.*

(*b*) That, &c.—lanes. *Adj. cl.* to '*stile*' in (*a*).

(*c*) Which, &c.—feel. *Adj. cl.* to '*lanes*' in (*b*).

(*d*) That the old poets were right, &c.—England. *Noun cl. obj.* of '*feel*' in (*c*).

(*e*) Who loved nature. *Adj. cl.* to '*poets*' in (*d*).

(*f*) Who lived for nature. *Do.*

(*g*) When I was startled, &c.—hedge. *Princ. sentence co-ordinate* to (*a*.) (When = and then).

44. A complex sentence :—

(*a*) When, &c.—youth. *Adv. cl.* of '*time*' to (*d*).

(*b*) In which, &c.—consider. *Adj. cl.* to '*that part of his youth*' in (*a*).

(*c*) What, &c.—pursue. *Noun cl. obj.* of '*consider*' in (*b*).

(*d*) He one day, &c.—desert. *Princ. sentence.*

(*e*) Where, &c.—meditations. *Adj. cl.* to '*desert*' in (*d*).

45. A compound sentence :—

(*a*) They, &c.—antechamber. *Princ. sentence.*

(*b*) Where, &c.—appearance. *Adj. cl.* to '*antechamber*' in (*a*). 'After waiting for some time' is an *adv. adjunct* of *time* ; 'very elegantly dressed' is an *adj. adjunct* to '*a gentleman*.'

(*c*) Taking, &c.—things. *Princ. sentence co-ordinate* to (*a*).

(*d*) That I had, &c.—honor. *Adj. cl.* to '*the fine things*' in (*c*).

(*e*) He had done me. *Adj. cl.* to '*the honor*' in (*d*).

49. A complex sentence :—

(*a*) If, &c.—in mind. *Adv. cl.* of '*condition*' to (*b*).

(*b*) He, &c.—remarked. *Princ. sentence.*

(*c*) When, &c.—street. *Adv. cl.* of '*time*' to (*b*).

(*d*) That he was more (jocose.) *Noun cl. obj.* of '*might have remarked*' in (*b*).

(*e*) Than (he was) usually jocose. *Adv. cl.* of '*inequality*' to (*d*).

(*f*) And (that he was) saying as much as. *Noun cl. copulative* to (*d*).

(*g*) That they, &c.—work. *Noun cl. obj.* of '*saying*' in (*b*).

Exercise.	No	Sentence.	Kind of sentence.	Subject.	Predicate.	Completion of the predicate.	Extension of the Predicate.
64		He, &c.—ready ...	Princ.... ...	He ...	Entreated.	Me to be ready.	......
65	(*a*)	England, &c.—motto...	Do.	'England, &c.—duty.'	Was Nelson's motto.	......	......
	(*b*)	England,—&c. duty...	Noun cl. subject of the verb in (*a*).	England..	Expects..	Every, &c.—duty.	......
69	(*a*)	I, &c.—out	Princ. ...	I	Could not make out.	......	Well.
	(*b*)	What, &c.—for	Noun cl. obj. of 'make out' in (*a*).	They (each).	Killed ...	Other ...	For what (*cause.*)
70	(*a*)	I will lay a wager ...	Princ. ...	I	Will lay..	A wager ...	......
	(*b*)	That, &c.—six	Adv. cl. of reference to (*a*).	(That) the fellow.	Sold ...	It ...	For six (adv. phrase of *worth.*)

Exercise.	No.	Sentence.	Kind of sentence.	Subject.	Predicate.	Completion of the predicate.	Extension of the predicate.
71	(*a*)	On the contrary, godfather, stupid creature, I have, &c.,—fifteen.	Princ. ...	I, stupid creature (nom. of exclamation), godfather (nom. of address.)	Have sold.	It ...	For fifteen (adv. phrase of *worth* or *cost*,) on the contrary (adv. phrase of *opposition.*)
	(*b*)	That I am	Adj. cl. to *creature* in (*a*.)	I ...	Am that.	......	......
73	(*a*)	He says	Princ. ...	He ...	Says ...	......	......
	(*b*)	That it is, &c.—name.	Noun cl. obj. of *says* in (*a*.)	(That) it; to tell his name.	Is useless.	......	......
	(*c*)	As, &c.—him	Adv. cl. of *reason* to (*b*.)	(As) you.	Do not know.	Him ...	......
	(*d*)	But, &c.—you... ...	Princ. adversative to (*a*.)	But he ...	Is very anxious.	To see you.	......

Exercise.	No.	Sentence.	Kind of sentenc.	Subject.	Adjuncts to subject (adjectival.)	Predicate.	Adjuncts to predicate (adverbial.)	Object.	Adjuncts to object (adjectival.)
76	(*a*)	Whether, &c.—affair.	Princ. ...	Whether, &c.—longer	......	Is your own affair.	......	......	......
	(*b*)	Whether, &c.—longer.	Noun cl. subj. of the predicate in (*a*).	(Whether) you.	......	Will be satisfied with.	Any longer (*time*)	This ...	......
94	(*a*)	How spiteful, &c.—a man.	Princ. ...	The nature.	Of a man	Must be how spiteful.	......	......	......
	(*b*)	Who, &c.—proclaiming.	Adj. cl. to *a man* in (*a*.)	Who ...	Engaged, &c.—prize.	Could not refrain from.	......	Proclaiming.	......
	(*c*)	That he, &c.—fishermen.	Noun cl. obj. of *proclaiming* in (*b*.)	(That) he	......	Thirsted for.	......	The blood.	Of a &c.—fishermen.
	(*d*)	Because, &c.—him about.	Adv. cl. of *reason* to (*b*.)	(Because) They.	......	Had pulled about.	More, &c.—before.	Him ...	......
	(*e*)	And called him *hatchet-face*.	Adv. cl. coordinate to (*d*.)	(And because) they.	......	(Had) called.	......	Him (*dir.*) hatchet-face (*indir.*)	......

Exercise.	No.	Sentence.	Kind of Sentence.	Subject.	Adjuncts to subject (adjectival.)	Predicate.	Adjuncts to predicate (adverbial.)	Object.	Adjuncts to object (adjectival.)
95	(*a*)	Sir Henry was once, &c.—command.	Princ. ...	Sir Henry	......	Was placed in command.	Once more; to the great joy of all.	......	......
	(*b*)	Who, &c.—fever.	Adj. cl. to *Henry* in (*a*.)	Who	......	Recovered	From the fever.	......	......
	(*c*)	Which he caught.	Adj. cl. to *the fever* in (*b*.)	He ...	......	Caught ...	......	Which ...	......
	(*d*)	While, &c.—the Punjaub.	Adv. cl. of *time* to (*c*).	(He) ...	......	(Was) forcing.	Through the Punjaub.	Way ...	His.
	(*e*)	And the effect, &c.—efficiency.	Princ. co-ordinate to (*a*.)	(And) the effect.	Of his presence.	Was seen	Soon; in improved, &c.—efficiency.	......	......
	(*f*)	In which, &c.—its work.	Adj. cl. to *discipline* and *efficiency* in (*e*.)	Department.	Every ...	Carried on	In which	Work ...	Its.

Sec. IV.—EXERCISES.

1. Explain what is meant in each case by (*a*) a simple sentence, (*b*) a complex sentence, (*c*) a compound sentence.

2. What kind of sentence is each of the following ?

(*a*) The cooly went away without being paid.

(*b*) The cooly went away, though he was not paid.

(*c*) The cooly went away ; but he was not paid.

3. What is the function of a predicate in a sentence ? Shew by examples how it may be enlarged.

(Matric. 1879.)

4. How does a sentence differ from a phrase, and a contracted sentence from an elliptical one ?

5. Name the three kinds of subordinate sentences and give two examples of each.

6. Write three short sentences, (*a*) one containing an adv. cl. of concession, (*b*) one containing an adv. cl. of condition, and (*c*) one containing an adv. cl. of proportion.

7 Frame sentences with the noun *lion* for the subject and with (*a*) the subject enlarged by a prepositional phrase, (*b*) the subject enlarged by a participial phrase, (*c*) the predicate enlarged by an adv. phrase of time.

8. Construct a sentence to illustrate the use of :—

(*a*) *Since* as a conj : introducing an adv. cl. of time.

(*b*) *Since* as a conj : introducing an adv. cl. of cause.

9. Frame sentences with an adv. cl. introduced by *as* shewing (1) time, (2) reason, (3) analogy.

10. Give examples of *that* introducing (1) a noun cl., (2) an adj. cl., (3) an adv. cl.

11 Give examples of *when* introducing (1) a noun cl., (2) an adj. cl., (3) an adv. cl.

12. Frame sentences to illustrate the use of *why* introducing (1) a noun cl., (2) an adj. cl.

13. Give examples of a noun cl. introduced by (*a*) *if*, (*b*) *how*, (*c*) *when*.

14. Give examples of a noun clause used as (1) the subject of a sentence, (2) the object of a verb, (3) a part of the predicate of a sentence.

15. Give examples of a co-ordinating relative introducing an adv. cl. of (1) reason, (2) concession.

ANALYSE THE FOLLOWING INTO CLAUSES AND PHRASES.

16. I cannot say when he will return.

17. I shall pay you for it when you return.
18. Do you know when the train is timed to arrive at this station ?
19. I cannot tell you the precise time when the proceedings will begin.
20. I hope to be at the station when the train arrives.
21. When I asked him for my money, he evaded.
22. It is an account of the day when your Lordship became governor of this island.
23. I was engaged when you sent for me.
24. I asked him where he lived.
25. I have often seen the house where you were born.
26. I shall sit where you wish.
27. God asked Abraham where the stranger was.
28. Sleep where you will.
29. Tell me whither you go.
30. He told them how he had been thrown overboard.
31. Hard as he worked, he failed.
32. See if you have ten crowns.

33. I will answer it as soon as I can, whether you be thereby grieved or pleased.

34. It is a prodigious point gained if any man can find out where his powers lie and what his deficiencies are.

35. They then judge whether they ought to rejoice or be sorry for his coming.

36. Weigh the sense of what you mean to utter, and the expressions you intend to use, that they may be significant and inoffensive.

37. Having done all that was just towards others, he remembered what was due to himself.

38. In the afternoon, the king sent one of his ministers to ask who he was and why he came ; and the minister brought a message that the king himself would come to see the ship the next day.

39. Remember you have a greater Father than I am, who always, and in all places, beholds you and knows your hearts, and thoughts.

40. When I first saw him, I thought that, even if I had not been let into his character and story, I could have discerned that he had been much separated from company.

41. I know they guard so ill there that the produce of the country is stolen.

42. Taking delight in everything, he soon made the hut in which he lay, by ornaments which he cut down from a wood near which it was situated, a delicious bower.

43. I had just sprung over a stile that led into one of those green shady lanes, which make us feel that the old poets, who loved and lived for nature, were right in calling our island 'The merry England,' when I was startled by a short quick bark on one side of the hedge.

44. When Hercules was in that part of his youth, in which it was natural for him to consider what course of life he ought to pursue, he one day retired into a desert, where, the silence and solitude of the place very much favored his meditations.

45. They shewed me into an antechamber, where, after waiting for some time, a gentleman, very elegantly dressed, made his appearance; taking him to be the duke, I delivered all the fine things that I had composed in order to compliment him on the honor he had done me.

46. As she thus spoke, she turned upon her companion a countenance whose faded cheek attested the reality of her sufferings even while it glowed with the temporary animation which accompanied her language.

47. When he was first left with the command, and bills were brought to him to sign for money which was owing for goods purchased for the navy, he required the original vouchers that he might examine whether those goods had been really purchased at the market price; but to produce vouchers would not have been convenient and therefore was not the custom.

48. When we see a railway train drawn by a locomotive engine at the rate of forty miles an hour and carrying as many as 500 passengers, how little are we apt to think that this marvel of science and art is due mainly to two men, both affording bright examples of what may be done in adverse circumstances by dint of well-directed labor, united with that degree of prudence without which ingenuity and toil are usually in vain.

49. If Baptiste had not been at the time a little absent in mind, he might have remarked when he reached the street, that his companion was more than usually jocose, and saying as much as that they had had a good day's work.

50. Who that is much in the habit of writing has not often wished for some means of expressing by two or three dashes of the pen, that which, as things are, it requires such an expenditure of time and labor to commit to paper?

51. One has only to contrast the prolonged whirl of manual motions required to produce the written form of the word 'communications' with the few, easy, graceful motions in writing the same word in short-hand to be fully satisfied that the substitution of short-hand for long-hand in our daily

professional and mercantile avocations would be a vast boon—would, indeed, be equivalent to a very large addition to our leisure or to our wealth.

52. The advantages of phonography are so numerous and some of them so important, that it is justly entitled to a place in our schools as one of the indispensable branches of study.

53. One of the principal reasons why comparatively so few learn phonography is that they are not really aware of its great usefulness until they have finished their schooldays, and entered upon the active duties of life; after which, it is, as a rule, too late to rectify the mistake, or to do anything but long for and regret not having acquired the needed accomplishment.

54. Each climate needs what other climes produce,
And offers something for the general use;
No land but listens to the common call,
And in return receives supply from all.

55. It is especially desirable that the ledger-keepers should be placed close behind the cashiers; so that if a doubtful cheque be presented for payment, the cashier may be able to shew it to the ledger-keeper, and be informed if he may pay it, without being observed by the party presenting it.

56. Although the business of keeping books is extremely easy when once the accounts are properly arranged, yet the adaptation of the principle of double-entry to extensive and complicated transactions so as to receive the full benefit of the system, is a process which requires the most complete knowledge, not only of the *practice*, but also of the *science* of book-keeping.

57. The Scotch Banks invented another method of issuing their promissory notes, by granting what they call cash accounts, that is, by giving credit to the extent of a certain sum to any individual who could procure two persons of undoubted credit and good landed estate to become surety for him, that whatever money should be advanced to him within the sum for which the credit had been given should be repaid upon demand, together with the legal interest.

58. Whoever has a credit of this kind with one of those companies, and borrows a thousand pounds upon it, for example, may re-pay this sum piecemeal, by twenty and thirty pounds at a time, the company discounting a proportional part of the interest of the great sum, from the day on which each of those small sums is paid in, till the whole be in this manner re-paid.

59. Phonography would enable the lawyer to take full notes of testimony and of the remarks of opposing counsel; and to prepare his arguments more thoroughly, as by it he could put down his points as quickly as they occurred to him and could then revise his notes again and again, until he was satisfied with the result, without feeling that he was taking upon himself more labor than he could spare time for.

Analyse the following exercises fully:—

60. Let who will be clever.
61. I am as old as the solid earth.
62. Give me a pen to write with.
63. He went to Bangalore to settle the dispute.
64. He entreated me to be ready.
65. 'England expects every man to do his duty,' was Nelson's motto.
66. He says the boy is so stupid; do you think so?
67. Few and short were the prayers we said.
68. What they killed each other for, I could not well make out.
69. I will lay a wager that the fellow sold it for six.
70. Few things occasion more dissatisfaction and annoyance to the superiors of a bank than the absence of clerks on every slight attack of illness.
71. On the contrary, godfather, stupid creature that I am, I have sold it for fifteen.
72. It is very much to be regretted; but so it is.
73. He says that, as you do not know him, it is useless to tell his name; but he is very anxious to see you.
74. I have no reason to refuse to receive him, stranger though he be.
75. He devised means to render it flourishing.
76. Whether you will be satisfied with this any longer is your own affair.
77. The villagers were all struck dumb with wonder.

78. The question is not what they would like their sons to be, but what they are fit for.

79. "Do so, my dear doctor," was the reply; 'whenever you undertake to treat, let it be only your enemies."

80. It is due to the sovereigns to say that whenever he was summoned to follow the court, he was attached to the royal suite and sums were issued to defray his expenses.

81. You may be sure it caused no little excitement when

Love-Truth made his entry into his native village with this stately train of attendants.

82. The Government are glad to hear that the experiment so far has proved successful and hope that this favourable state of things will continue.

83. I do not indeed ask objectors to change their apathy into enthusiasm, but I do wish them to think that in introducing technical education in its varied branches, its friends have a higher object, can foresee a loftier success, than the mere teaching of a few small boys to perform a few simple mechanical operations.

84. On that account, I determined to come here, and to ask you, since you have already suffered your child to enter into trade, if it would suit you to place him, honest and honorable as he is, in our banking house, where in a larger sphere, he must make his fortune.

85. To sell a little over the value or a great deal, is the same thing to him, perhaps; if one may charge two-pence profit on the yard without being called a rogue and punished as such, why may not one as well charge a hundred francs if one can?

86. 'Tis easy to squander our years,
In folly, temptation and strife,
But O, no repentance or tears,
Can bring back one moment of life;
But time, if well-spent and improved as it goes,
Will render life pleasant, and peaceful its close.

87. He commanded his daughter, in a tone of great severity, never to utter such silly stuff again; ordered Love-Truth to "be gone, both himself and his flute;" and then went out in a rage to give free vent to his ill-humour.

(From the Madras University Papers.)

88. Analyse into clauses and point out the relations of the clauses to one another:—

Let's dry our eyes: and thus far hear me, Cromwell;
And, when I am forgotten, as I shall be,
And sleep in dull cold marble, where no mention
Of me more must be heard of, say, I taught thee,
Say, Wolsey that once trod the ways of glory,
And sounded all the depths and shoals of honour,
Found thee a way out of his wreck, to rise in:
A sure and safe one, though thy master missed it.

(Matric. 1874.)

89. Analyse the following passage into principal and sub-

ordinate clauses and give the construction of the latter:—

The difficulty to which I am referring is that which Goethe himself has so happily expressed, when in speaking of some comparison that had been instituted between himself and Shakspere, he said: "Shakspere always hits the right nail on the head at once; but I have to stop and think which is the right nail before I hit."

(Matric. 1875.)

90. Analyse into principal and subordinate clauses, giving the construction of the latter:—

I knew a man that believed that if a man were permitted to make all the ballads, he need not care who should make the laws of nature.

(Matric. 1876.)

91. Analyse into clauses, and point out the relation of the clauses to one another:—

The fact that he has been absent has been established beyond a doubt, so that it is unnecessary to bring forward any other proof that he is innocent.

(Matric. 1877.)

92. Analyse the following giving the character of each subordinate sentence:—

I have often wished, that, as in our constitution there are several persons whose business it is to watch our laws, our liberties, and our commerce, certain men might be set apart as superintendents of our language to hinder any words of foreign coinage from passing among us while those of our own stump are altogether as valuable.

(Matric. 1878.)

93. Classify the subordinate sentences in the following stanza, and state clearly the grammatical relations subsisting between them:—

Go, lovely Rose;
Tell her that wastes her time and me,
That now she knows,
When I resemble her to thee,
How sweet and fair she seems to be.

(Matric. 1879.)

94. Analyse in the form given on page 19:—

How spiteful must be the nature of a man who, engaged in the most momentous of all undertakings, and aspiring to the noblest of all prizes, could not refrain from proclaiming that he thirsted for the blood of a multitude of poor fishermen, because more than three years before they had pulled him about

and called him *Hatchet-face.*

(Matric. 1880.)

95. Analyse the following in the form given on page 19:—

Sir Henry, who recovered from the fever which he caught while forcing his way through the Panjaub, was once more, to the great joy of all, placed in command; and the effect of his presence was soon seen in improved discipline, as well as in the increased efficiency in which every department carried on its work.

(Matric. 1881.)

96. Point out the grammatical relations between the clauses in:—

....................................If I am
Traduced by ignorant tongues..............
....let me say
'Tis but the fate of place and the rough brake
That virtue must go through.

(Matric. 1882.)

97. Analyse the following passage into clauses; state of what kind each clause is, and give its construction:—

Howe'er it be, it seems to me,
'Tis only noble to be good.
Kind hearts are more than coronets,
And simple faith than Norman blood.

(Matric. 1885.)

98. Analyse the following into clauses, and state the kind and construction of each:—

However much we may pretend to be tired of life, it cannot be doubted that most of us cling to it with an eagerness that would be surprising, if we did not know how strong the feeling of hope is in the human breast.

(Matric. 1886.)

CHAPTER II.

THE INTERCHANGE OF SENTENCES.

EXPANSION, CONTRACTION, SYNTHESIS.

Sec. I.—THE ELEMENTS OF A SENTENCE.

Sentences are, with reference to their structure, divided into three classes, *simple*, *complex*, and *compound*. In the previ-

In the compilation of the second chapter, the author has received valuable aid from MURISON's First work in English.

ous chapter, we showed the various methods of analysing these three kinds of sentences into their component parts. In the present chapter, we shall show how these sentences are interchangeable and exemplify the *expansion*, *contraction* and *synthesis* of sentences.

The elements constituting a sentence are of five degrees; they are:—

1. A word (an element of the *first* degree.)
2. A phrase (an element of the *second* degree.)
3. A subordinate simple sentence (an element of the *third* degree.)
4. A co-ordinate simple sentence (an element of the *third* degree.)
5. A co-ordinate complex sentence (an element of the *fourth* degree.)
6. A co-ordinate compound sentence (an element of the *fifth* degree.)

A PHRASE is a combination of two or more words containing no subject or predicate; as, *of great importance; the fog being very dense.*

A CLAUSE or subordinate simple sentence is a part of a sentence containing at least one subject and one predicate and is subordinate to some other sentence of which it forms a member.

A clause may consist of:—

1. A subordinate simple sentence, *e. g.*:—

   Let us hope *that better times will come.* (The italicised is a subordinate sentence containing one subject and one predicate and is the object of *hope* in 'let us hope.')

2. A subordinate complex sentence, *e. g.*:—

   I thought *I could have discerned that he had been much separated from company.* (The italicised is a subordinate sentence, object of *thought* in 'I thought;' this clause consists of a principal sentence 'I &c,—discerned' and a noun clause 'that &c,—company,' object of *discerned.*

3. A subordinate compound sentence, *e. g.*:—

   Clergymen would be entirely relieved from the drudgery of the pen, *if they could write their sermons in phonography, and deliver them from the phonographic notes.* (The italicised consists of two co-ordinate adverbial clauses, both dependent on the principal sentence 'clergymen, &c,—pen'.)

A CO-ORDINATE SENTENCE contains a subject and a predicate and expresses a complete thought in itself; *e. g.*, peace was at length concluded and the country was sensibly relieved.

Co-ordinate or independent sentences are of three kinds:—SIMPLE, COMPLEX, and COMPOUND.

A SIMPLE SENTENCE consists of one principal sentence and is made up of words or phrases or both, *e. g.* :—

1. The train drew up at the platform.
2. It became profitable and popular to discredit the fallen party.

A COMPLEX SENTENCE consists of one principal sentence and one or more subordinate sentences; it therefore consists of words or phrases or both *and* one or more clauses, *e. g.* :—

1. I do not know whither he went.
2. In the scheme for higher commercial education, which has been framed by Pacheappa's Trustees, provision has been wisely made for general, as well as special instruction.

A COMPOUND SENTENCE consists of two or more principal sentences; these principal sentences are made up of words or phrases or clauses or *all* of them; a compound sentence therefore consists of :—

(1) Two simple sentences, *e. g.* :—

I give him curses, yet he gives me love.

(2) Two complex sentences, *e. g.* :—

Speaking for ourselves, it would be the greatest comfort for us to feel that a new-comer into our office had some idea of the work he was about to begin; and we would naturally give a preference to applicants who had a commercial education.

(3) One or more simple sentences *and* one or more complex sentences, *e. g.* :—

Without such a practical end in view, no institution in the Presidency under private management would establish classes corresponding to the modern side of a public school in England; and, if they established them, they would most certainly fail to secure pupils.

It will now be seen that every element of a higher degree is made up of *any* or *all* of the elements of a lower degree; thus :—

A *phrase* is made up of two or more words, e. g., *with diligence.*

A *clause* is made up words or phrases or both, e. g., *so that they were put to some inconvenience.*

A *co-ordinate simple sentence* is made up of words or phrases or *any* or *all* of them.

A *co-ordinate complex sentence* is made up of a simple sentence *and* one or more clauses.

A *co-ordinate compound sentence* is made up of simple or complex sentences or both of them.

The six elements of a sentence enumerated above are in many cases interchangeable ; thus :—

1. He pleaded his own cause *successfully* (a word.)
2. He pleaded his own cause *so as to attain success* (a phrase.)
3. He pleaded his own cause *so that he succeeded* (a clause.)
4. He pleaded his own cause *and he succeeded* (a co-ordinate sentence.)
5. The simple sentences (1) and (2) are convertible into the complex sentence (3).
6. The simple sentences (1) and (2), and the complex sentence (3) are convertible into the compound sentence (4).

Expansion is the conversion of an element of a lower degree into an element of a higher degree.

Contraction is the conversion of an element of a higher degree into an element of a lower degree.

The conversion of the first and second elements into each other, *viz.*, of words into phrases and of phrases into words will be treated of separately, as such conversion will not change simple, complex, or compound sentences, one into another.

SEC II.—EXPANSION.

A simple sentence will become a complex sentence by the addition of a clause, *e g.* :—

A learned man is respected—*(simple.)*
A learned man is respected, *though he is poor.—(complex.)*

A simple or a complex sentence will become a compound sentence by the addition of a co-ordinate sentence, *e. g.* :—

(1) He was a bad man—*(simple.)*
He was a bad man; *therefore he was not respected by his subjects—(compound.)*
(2) I hope we shall have another good day to-morrow—*(complex.)*
(3) I hope we shall have another good day to-morrow, *for the clouds are red in the west—(compound.)*

I.—Simple into Complex Sentences.

A simple sentence may be expanded into a complex sentence by the expansion of :—

i. a word into a clause.
ii. a phrase into a clause.

i. Words into clauses.—

A. Into NOUN CLAUSES.

1. *Their ambition* is evident = *That they are ambitious* is evident.

2. *The time and the manner* of the death of Herodotus are uncertain = *When and how Herodotus died* are uncertain.
3. Tell me *your age* = Tell me *how old you are.*
4. The only question is *the degree of their* guilt = The only question is *how far they are* guilty.

B. Into ADJ. CLAUSES.

1. Tell us *interesting* stories = Tell us stories *that are interesting.*
2. Pardon *our* sins = Pardon the sins *that we commit.*
3. No cares enter this *peaceful* retreat = No cares enter this retreat *where peace reigns.*
4. May our *guardian* angel take care of me = May the angel *that guards our family* take care of me.
5. She desired to marry Phillip the *then* king of Spain = She desired to marry Phillip *who was then* the king of Spain.

C. Into ADV. CLAUSES.

1. *Disobedience* ought to be punished = *If one be disobedient,* he ought to be punished; *or when one is disobedient,* he ought to be punished.
2. An *honest* servant will always find enough work to do = *When a servant is honest,* he will always find enough work to do.
3. You cannot see such apples *anywhere* = You cannot see such apples *wherever you may go.*
4. I shall be back *presently* = I shall be back *before many minutes pass.*
5. We have *obviously* been misled = We have been misled *as is obvious.*
6. He will *probably* have a majority = *So far as we can see,* he will have a majority.
7. His eye twinkled *knowingly* = His eye twinkled as *if he knew all.*

ii. Phrases into clauses.—

A. Into NOUN CLAUSES.

1. *What to do with their prize* was not easy to decide = *What they should do with their prize* was not easy to decide.
2. He knew not *what to answer* = He knew not *what he should answer.*
3. I did not apprehend *the injury to be so serious* = I did not apprehend *that the injury was so serious.*
4. He had an uneasy consciousness *of the frivolity of his pursuits* = He had an uneasy consciousness *that his pursuits were frivolous.*
5. There was no evidence *of the crime* = There was no evidence *that the crime had been committed.*

B. Into ADJ. CLAUSES.

1. The *prisoner's* offence was not a felony = The offence *that the prisoner had committed* was not a felony.

2. He was carried to a chapel *near the field of battle* = He was carried to a chapel *that was near the field of battle.*
3. He sees no means *of getting out of the difficulty* = He sees no means *whereby he can get out of the difficulty.*
4. The admiral opened fire on the forts *protecting the bay* = The admiral opened fire on the forts *that protected the bay.*
5. I promise thee this ring *adorned with costly stones* = I promise thee this ring *which is adorned with costly stones.*

C. Into ADV. CLAUSES.

a. Into an adv. clause of PLACE.

Let us meet *at our previous meeting-place* = Let us meet *where we previously met.*

b. Into an adv. clause of TIME.

1. There was profound silence *during the minister's speech* = There was profound silence *when the minister spoke.*
2. The ghost appeared, *the clock then striking one* = The ghost appeared, *when the clock struck one.*

c. Into an adv. clause of DEGREE.

He works *with his usual energy* = He works *as energetically as is usual with him.*

d. Into an adv. clause of PURPOSE.

1. Kent, *on your life*, talk no more = Kent, *if you value your life*, talk no more.
2. He eats *to live* = He eats *that he may live.*

e. Into an adv. clause of CAUSE.

1. The sailors perished *for want of provisions* = The sailors perished *as they had no provisions.*
2. The piece was loudly applauded, *being known to be Addison's* = The piece was loudly applauded, *as it was known to be Addison's.*
3. I am a fool *to weep at this* = I am a fool *since I weep at this.*

f. Into an adv. clause of CONDITION.

1. The king could not legislate *without the consent of Parliament* = The king could not legislate *unless Parliament consented.*
2. *Assuming this to be true*, my statement necessarily follows = *If we assume this to be true*, my statement necessarily follows.

g. Into an adv. clause of CONSEQUENCE.

1. He soon re-appeared among us *to our great joy* = He soon re-appeared among us *so that we were glad.*
2. This room is *too* small *for your class* = This room is so small that it cannot accommodate your class.
3. The tall trees closed overhead *so as to keep out every sunbeam* = The tall trees closed overhead *so that they kept out every sunbeam.*

h. Into an adv. clause of MANNER.

The men fought *with desperation* = The men fought *as desperate men would fight.*

II.—The expansion of simple into compound sentences.

A simple sentence is expanded into a compound sentence by the expansion of any part of the simple sentence into a co-ordinate sentence, *i. e.*, by the expansion of

i. A word into a co-ordinate sentence.
ii. A phrase into a co-ordinate sentence.

i. By the expansion of a word into a co-ordinate sentence.—

N. B.—It should be noted that a word can be expanded into a co-ordinate sentence only when it is used in a co-ordinating sense. The adjective *wise* in ' a wise man will not be discontented,' is restrictive and cannot therefore be changed into a co-ordinate sentence. Adverbs of manner, quality, and belief are most easily convertible into co-ordinate sentences.

1. He would not abandon this *useless* project = *His project is useless*, still he would not abandon it.
2. This spirit, *dumb to us*, will speak to him = *This spirit is dumb to us*; yet it will speak to him.
3. *Apparently* Dryden was much gratified by Addison's praise. = Dryden was much gratified by Addison's praise; *that was apparent.*
4. Several measures were *unavoidably* postponed = Several measures were postponed; *for the postponement was unavoidable.*

ii. By the expansion of a phrase into a co-ordinate sentence.—

a. Into a co-ordinate COPULATIVE sentence.

1. This tax, *besides being oppressive*, is inexpedient = *This tax is not only oppressive* but is inexpedient.
2. *Before proceeding farther*, let us *first* consider this = Let us consider this *and then proceed farther.*
3. *Being diligent* brings success = Be diligent; and it will bring success.
4. *Rushing against Horatius*, he smote with all his might = *He rushed against* Horatius and smote with all his might.
5. *To be plain with you*, they have of late totally neglected me = *I shall be plain with you*; they have of late totally neglected me.

b. Into a co-ordinate ADVERSATIVE sentence.

1. He must resign *on pain of public dismissal* = He must resign; *else he will be publicly dismissed.*

c. Into a co-ordinate ILLATIVE sentence.

The squire, *to be revenged on the parson*, never comes to church = *The squire desires to be revenged on the parson*; hence he never comes to church.

III.—The expansion of complex into compound sentences.

A complex sentence becomes a compound sentence by the expansion of :—

i. A word into a co-ordinate sentence.
ii. A phrase into a co-ordinate sentence.
iii. A clause into a co-ordinate sentence.

i. By the expansion of a word into a co-ordinate sentence.—

1. Our *incautious* general was surprised by the enemy who gave him no time to retreat = *Our general was incautious*; he was therefore surprised by the enemy who gave him no time to retreat.
2. The man gave false witness *knowingly*, even though he was warned = The man gave false witness, even though he was warned; *and all the while he knew that he lied.*

ii. By the expansion of a phrase into a co-ordinate sentence.—

a. Into a co-ordinate COPULATIVE sentence.

1. *On hearing of my success*, he came to me that he may offer his congratulations = *He heard of my success*, and he at once came to me that he might offer his congratulations.
2. We were informed that they believed *the enemy's land to be defenceless* = *The enemy's land was defenceless*; we were informed that such was their belief (that so they believed).
3. As soon as the order was given, the soldiers advanced eagerly, *each man encouraging his neighbour* = As soon as the order was given, the soldiers advanced eagerly; *and* as they advanced, *each man encouraged his neighbour.*

b. Into a co-ordinate ADVERSATIVE sentence.

With every desire to oblige him, I regret I have to refuse his request = *I have every desire to oblige him*; I regret I have yet to refuse his request.

c. Into a co-ordinate ILLATIVE sentence.

1. As soon as the powder was set fire to, an explosion of gas took place, *the roof of the house being blown off* = As soon as the powder was set fire to, an explosion of gas took place; *the roof of the house was in consequence blown off.*

2. *To do her justice*, she was as good-natured as she was well-informed = *I must do her justice*, and must therefore say that she was as good-natured as she was well-informed.
3. *To preserve peace*, I shall not talk any more on this subject, which vexes you so much = *Peace ought to be preserved*; I shall not therefore talk any more on this subject which vexes you so much.
4. *Met at every point by the skilful disposition of the royal forces*, they utterly failed, though their own movements were not the less skilfully managed = *They were met at every point by the skilful disposition of the royal forces*; they therefore utterly failed, though their own movements were not the less skilfully managed.

iii. By the expansion of a clause into a co-ordinate sentence.—

a. Into a co-ordinate COPULATIVE sentence.

1. *That some flowers are more beautiful than others* cannot be denied = *Some flowers are more beautiful than others*; and this cannot be denied.
2. We can prove *that the earth is round* = *The earth is round*; and we can prove it.
3. The artist had a large chest, *in which he put his clothes* = The artist had a large chest; *and in it, he put his clothes.*
4. *As soon as they arrived*, the work began = They arrived; and immediately after, the work began.

b. Into a co-ordinate ADVERSATIVE sentence.

If you do not finish the work, you and all of us are lost = *You should finish the work*; else you and all of us are lost.

c. Into a co-ordinate ILLATIVE sentence.

1. *As Cæsar loved me*, I weep for him = *Cæsar loved me*, and therefore I weep for him.
2. Many people came up to London, *that they might see the coronation* = Many people came up to London, *for they desired to see the coronation.*

SEC III.—CONTRACTION.

This process is the converse of what has been termed 'expansion.' The illustrations and exercises bearing on 'expansion' will, if reversed, form examples of 'contraction.'

I.—The contraction of complex into simple sentences.

A complex sentence is contracted into a simple sentence by the contraction of *all* the clauses in the complex sentence into *words* or *phrases.*

A. **By the contraction of a noun clause :—**

i. Into a noun.

They now admit *that their conduct was improper* = They now admit *the impropriety of their* conduct.

ii. Into a noun phrase.

1. *That he has succeeded* is the only justification of the enterprise = *His having succeeded* is the only justification of the enterprise.
2. *How he should advance the interests of his family* was his only care = *How to advance the interests of his family* was his only care.
3. He desired *I would immediately see him* = He desired *me to see him immediately.*
4. His confusion convinced them *that the accusation was true* = His confusion convinced them *of the truth of the accusation.*

B. **By the contraction of an adjectival clause :—**

i. Into a word (an ADJECTIVE.)

1. He said so at a moment *when he was not on his guard* = He said so in an *unguarded* moment.
2. The English, *who were unable to drag guns up the heights,* had scarcely any artillery = The English, *unable to drag guns up the heights,* had scarcely any artillery.

ii. Into a phrase.

1. Assassination was an event *that occurred daily* = Assassination was an event *of daily occurrence.*
2. Our general *who was greatly out-numbered by the enemy,* still maintained his position = *Though greatly out-numbered by the enemy,* our general still maintained his position.

C. **By the contraction of an adverbial clause :—**

i. Into a word (an ADVERB.)

1. Send the boy *where I am* = Send the boy *here.*
2. Give him this information *before you do anything else* = Give him this information *first.*
3. He is not *so* prudent *as he ought to be* = He is not *sufficiently* prudent.

ii. Into a phrase.

a. Into a prepositional phrase.

1. *Whither you go,* I will go = I will go *with you.*
2. *When the fraud was discovered,* the regent caused the woman to be executed = *On the discovery of the fraud,* the regent caused the woman to be executed.
3. *The longer the race,* the better is his chance of winning = His chance of winning increases *with the length of the race.*

4. *As the weather was bad*, we remained at home = We remained at home, *in consequence of bad weather.*
5. He labored earnestly *that abuses might be reformed* = He labored earnestly *for the reformation of abuses.*
6. He sits on the rock dripping *so that the spectators are greatly amused* = He sits on the rock dripping *to the great amusement of the spectators.*
7. He acts *as if he were guilty* = He acts *like one guilty.*

b. Into a participial phrase.

1. *As the population had been trained to arms*, they were not unprepared for war = *The population having been trained to arms*, they were not unprepared for war.
2. *When the fire was extinguished*, the mob dispersed = *The fire having been extinguished*, the mob dispersed.

c. Into an infinitive.

1. You do the author no injustice *when you draw this inference* = You do the author no injustice *to draw this inference.*
2. They would have been inhuman *if they had not succoured him* = They would have been inhuman *not to have succoured him.*
3. He described everything with the utmost minuteness *so that there were left no doubts as to his identity* = He described everything with the utmost minuteness *so as to leave no doubts as to his identity.*
4. Come into the light that *we may see you* = Come into the light *to enable us to see you.*
5. The Romans were *so* much accustomed to victory *that they did not hesitate about accepting battle* = The Romans were *too* much accustomed to victory *to hesitate about accepting battle.*
6. He is *so* old *that he will not learn* = He is *too* old *to learn.*
7. He had *so* much influence *that he got himself elected* = He had *enough influence to get himself elected.*

II.—The contraction of compound into simple sentences.

The compound sentence may consist of (1) two or more simple sentences, (2) wholly of complex sentences, or (3) partly of complex and partly of simple sentences.

When the compound sentence consists partly or wholly of complex sentences, the complex sentences should first be contracted into simple sentences by the contraction of all the clauses into words or phrases as illustrated in the preceding heading.

The compound sentence will then consist of simple sentences only. The contraction of the compound sentence in this form into a simple sentence is effected

A. By the omission of elements common to all the co-ordinate sentences, or

B. By the contraction of all the co-ordinate sentences but one into words, or

C. By the contraction of all the co-ordinate sentences but one into phrases.

A. By the omission of common elements.

1. Plato was *a great philosopher*, and Aristotle was *a great philosopher* = Plato and Aristotle were *great philosophers*.
2. In his family he was *dignified and gentle*; in his office he was *dignified and gentle*; and in public life he was *dignified and gentle* = He was *dignified and gentle* in his family, in his office, as well as in public life.

B. By the contraction of co-ordinate sentences into words.

He gave false information; *but he did not intend to do so* = He *unintentionally* gave false information.

C. By the contraction of co-ordinate sentences into phrases.

a. Into a prepositional phrase.

1. He has good natural abilities; *besides, he is well-educated.* = He is well-educated, besides having good natural abilities.
2. The knight *did not wait for my answer*, but went on with his story = The knight went on with his story *without waiting for my answer.*
3. He was *very unsteady*, and therefore he could not hope to succeed = He could not hope to succeed *in consequence of his being very unsteady.*

b. Into a participial phrase.

1. He granted the request, *for he was unwilling to disappoint his friend* = *Being unwilling to disappoint his friend*, he granted the request.
2. Pitt came down to the House in all the pomp of gout; *his legs were swathed in flannels, and his arm was dangling in a sling* = Pitt came down to the House in all the pomp of gout, *his legs swathed in flannels*, and *his arm dangling in a sling.*

III. The contraction of compound into complex sentences.

A compound sentence consists of a number of principal co-ordinate sentences, with or without subordinate clauses. A complex sentence may contain any number of subordinate clauses, but *only one* principal sentence. Hence, all the co-ordinate sentences *but one* should be contracted into words,

phrases, or clauses; care should be taken that in the contracted sentence, there is at least one clause. Hence the rule is :—

1. Retain one (and only one) co-ordinate sentence,
2. Contract one of the others into a clause,
3. And reduce the rest, if any, into clauses, phrases, or words.

The contraction of one of the co-ordinate sentences into a clause is unnecessary, if the compound sentence contains one or more clauses and if one of such clauses is retained.

The only new process that has to be explained under this heading is the contraction of co-ordinate sentences into clauses.

A. **A copulative sentence into an adversative clause.**

[Note: the copulative sentence often expresses a relation of time or cause].

He looked upon his people, and a tear was in his eye = A tear was in his eye *as he looked upon his people.*

B. **An adversative sentence into an adverbial clause of condition.**

You must do as I bid you; otherwise you will fail = *If you do not do as I bid you,* you will fail.

C. **An illative sentence into an adverbial clause.**

1. Of Cause.

He did not arrive till this afternoon; consequently you could not have seen him yesterday = You could not have seen him yesterday, *as he did not arrive till this afternoon.*

2. Of Purpose.

You want to see the stars; then let us go out = Let us go out *that you may see the stars.*

D. **An imperative sentence into an adverbial clause of condition.**

Save him, and I will reward you richly = *If you save him,* I will reward you richly.

E. **An interrogative sentence into an adverbial clause of condition.**

1. *Have you found honey?* Eat as much as is sufficient for you = *If you have found honey,* eat as much as is sufficient for you.

2. *Can a man take fire in his bosom and* his clothes not be burnt? = *If a man take fire in his bosom,* his clothes cannot but be burnt.

SEC. IV.—SYNTHESIS.

The contraction or putting together of a number of sentences into one simple, compound, or complex sentence, is called *synthesis*.

I.—Of Simple Sentences.

In the chapter on Analysis, it has been stated that the principal parts of a simple sentence are, (*a*) the subject, (*b*) the attribute to the subject, (*c*) the predicate, (*d*) the completion of the predicate, and (*e*) the extension of the predicate.

Find out the word or phrase that ought to be made the *subject* of the simple sentence, and write it down as the *subject*. Contract all sentences that may be made *attributes of the subject*, and write them down in the first line as such. Write down the *predicate* in the next line. Then write down in the next line, the *completion of the predicate*, and their attributes contracted into words or phrases, and in the last line the adverbial adjuncts in order, with any attributes they may have—contracted into words or phrases.

Frame one simple sentence of the following four sentences:—

a. Henry saw the Queen of France.
b. Henry was the Commander-in-chief of Holland.
c. It is now sixteen or seventeen years since Henry saw her. (adverbial phrase of time.)
d. She was then the dauphiness. (appositional phrase.)
e. Henry saw her at Versailles. (adverbial phrase of place.)

In the contracted form,

(*b*) becomes *the Commander-in-chief of Holland*,
(*c*) *sixteen or seventeen years ago*,
(*d*) *then the dauphiness*,
and (*e*) *at Versailles*.

Subject. Henry. *Attribute*. The Commander-in-chief of Holland.
Predicate. Saw.
Completion of the predicate. The Queen of France. *Attribute*. Then the dauphiness.
Extension of the predicate. 1. At Versailles (place.)
2. Sixteen or seventeen years ago (time.)

So the sentence required is :—*Sixteen or seventeen years ago, Henry, the Commander-in-chief of Holland, saw the Queen of France, then the dauphiness, at Versailles.*

II.—Of Complex Sentences.

Write down in separate lines the five principal parts of the principal sentence and along with each of these five parts, write down the clause which is subordinate to it, and then frame the complex sentence. Thus :—

Frame a complex sentence out of the following :—

1. (*a*) The king broke off both treaties (noun clause.)
 (*b*) The people learned this (an adverb of time.)
 (*c*) The people celebrated their triumph by bonfires.

Subject. ... ... The people.
Predicate. ... ... Celebrated.
Completion of the Predicate ... ... Their triumph.
Extension of the Predicate, (1) By bonfires, (2) On learning that the king had broken off both treaties.

So the sentence required is :—*The people celebrated their triumph by bonfires on learning that the king had broken off both treaties.*

2. (*a*) Man has a spirit (participial phrase.)
 (*b*) The spirit is immortal (an adjective.)
 (*c*) Brutes perish when they die (adjectival clause.)
 (*d*) Man has therefore a nobler destiny than the brutes (adverbial clause of cause.)
 (*e*) Hence man should think of higher things than merely bodily comforts.

Subject. ... Man. *Attribute.* ... *nil.*
Predicate. ... Should think.
Completion of the predicate. ... *nil.*
Extension of the predicate.
(1) Of nobler things than merely bodily comforts.
(2) Since he has a nobler destiny than the brutes.
 i. Having an immortal spirit (attribute to *he.*)
 ii. Which perish when they die (attribute to *brutes.*)

So the sentence required is :—*Man should think of nobler things than mere bodily comforts since, having an immortal spirit, he has a nobler destiny than the brutes which perish when they die.*

III.—Of Compound Sentences.

A compound sentence consists of a number of independent sentences whether simple or complex. First write down the principal clause of one independent assertion and under it the clauses subordinate to it ; then do the same with the next principal clause, and so on. Then contract each group of principal and subordinate clauses into one simple or complex sentence. And lastly put together the simple or complex sentences thus obtained into the form of a compound sentence by supplying the proper connectives.

Frame a compound sentence out of the following :—

1. Colbert acquitted himself creditably of this delicate commission.
2. This did equal honour to his head and heart.
3. His prudence was equalled only by his zeal.
4. At last Mazarin returned to France.
5. Mazarin then enabled Colbert to be useful to his family.

Arranged in groups, these become

A. Colbert acquitted himself creditably of this delicate commission.

(*a*) This did equal honour to his head and heart (adj. clause.)
(*b*) His prudence was equalled only by his zeal (part. phrase.)

B. Mazarin enabled him to be useful to his family.

(*a*) At last Mazarin returned to France (adv. clause of time.)

So the sentence required is :—*He acquitted himself of this delicate commission in a manner which did equal honour to his head and heart, his prudence being equalled only by his zeal; and when Mazarin returned to France, he enabled Colbert to be useful to his family.*

SEC. V.—EXERCISES.

The expansion of simple into complex sentences.

Expand the italicised into noun clauses :—

1. *Their ambition* is evident.
2. *The origin of the story* has been fully related.
3. Can you point out *the source of the Ganges?*
4. Who would have suspected *ingratitude in him?*
5. Our spies soon discovered *the position and strength of the enemy.*
6. I will not now speak *of his conduct.*
7. *His being there* is rather surprising.
8. *This coming over of Cæsar into Britain* is a very important event.
9. You professed *to love me.*
10. The prisoner denied *having printed the libel.*
11. The English nobles swore *to conquer or to die.*
12. I found *the rocks to be decidedly volcanic.*
13. He could scarcely expect *them to defend his cause.*
14. *Oaths of every kind* the Lollards held *to be sinful.*
15. *How to act under the circumstances* was a point of anxious consideration.
16. She remembered *having been in a forest.*

Expand the italicised into adjectival clauses:—

17. Nelson won for himself *deathless* fame.
18. After a *fruitless* search, he sat down to meditate on the *suspicious* circumstances.
19. We expected from him *exemplary* conduct.
20. He was always repeating *frugal* maxims.
21. The king did not soon forget this *crushing* defeat.
22. Troy was taken after *a ten years' siege.*
23. *Their* kindness to me I shall never forget.
24. The *Admiral's* position was not free from danger.
25. Her image was covered with jewels and precious stones, *the offerings of her votaries.*
26. Nature, *a mother kind alike to all*, still grants her bliss at labor's earnest call.
27. He is the seventh king *of that name.*
28. She loves the roses *of spring.*
29. I shall introduce you to a nobleman *of my acquaintance.*
30. A deep-laid plot *to set Robert on the throne* shook the *newly-founded* dominion of William.
31. These are clerks *of the manager's appointment.*
32. The boy, *with admirable presence of mind*, floated on his back.
33. Those are scenes *surpassing fable.*
34. The causes *modifying climate* are various.
35. We went down to the pier, *expecting to meet our friend there.*
36. Letters were received from the admiral, *announcing the success of his expedition.*
37. No prince, *usurping a crown*, ever caused less blood to be shed.

Expand the italicised into adverbial clauses:—

38. *Patience and perseverance* overcome difficulties.
39. *Infringement of these rules* subjected one to the penalties of high treason.
40. *A good tree* cannot bring forth evil fruit.
41. The French king, *not content with these successes*, threatened England with an invasion.
42. Edward, *apprehending danger to the province*, put it in a posture of defence.
43. The match, *so hateful to the nation*, was never completed.
44. You cannot see such apples *anywhere.*

45. The soul and the body are *inextricably* united.
46. Confinement is *intolerably* irksome to him.
47. Our enemies are *evidently* unwilling to engage in battle.
48. He entered the room *excitedly*.
49. He spoke of you *admiringly*.
50. The Romans, *having now set foot in Sicily*, determined to declare war against Carthage.
51. *Not having read these works*, I cannot pass an opinion upon them.
52. *On the common border of the two countries*, there are many fortresses.
53. The conqueror built a fortress *on the present site of the Tower of London*.
54. The king *on his return from the Continent*, found his subjects in no good humour.
55. Some of the edicts of the higher magistrates acquired, *in process of time*, the force of laws.
56. *By six o'clock*, we were ready to go ashore.
57. I shall go out *immediately after finishing our work*.
58. *On the appearance of difficulties*, he abandoned the work.
59. *At the sight of the old man*, he burst into tears.
60. *With the growth of his fame* grew the danger of persecution.
61. We went there *upon a pressing invitation*..
62. *Without some such precaution* the country would have been overrun by ignorant reprobates.
63. *In the event of his not appearing*, inform me at once.
64. He struck me *without provocation*.
65. *Contrary to our expectation*, he was well-prepared.
66. He saved the man *at the risk of his life*.
67. Stringent measures were adopted *for the security of the town*.
68. *To his amazement*, his forgiveness was implored by the dying man.
69. *To his eternal disgrace*, he betrayed his country.
70. *The hour of appointment having now arrived*, he was forced to take a hasty leave.
71. *The tyrant being slain*, they sleep in peace.
72. Phillip, *while attacking Elizabeth*, believed her ruin to be certain.
73. We were much disappointed *to meet with so little encouragement*.

74. You would be committing a great error *to take up such a position.*

75. The habit of insurrection was *too* strong *to make the long continuance of tranquillity possible.*

76. The lords were *too* prudent *to assume unconstitutional functions.*

77. The artifices of the king were *too* refined *to succeed.*

Expand the italicised into clauses:—

78. *But for its sharp fiery eyes*, it would have been difficult to tell which was its head.

79. No one can manage even one household *without attending to such matters.*

80. We found *the place thronged.*

81. They arrived *after sunset.*

82. He might have answered *at least* one question.

83. I was punished yesterday *on account of my bad conduct.*

84. I was punished yesterday *on account of my bad conduct on the previous day.*

85. He did so *for fear of my punishment.*

86. I have deferred this *as too weighty a matter for the very beginning of my statesmanship.*

87. There is another way *of making the city richer.*

88. *Your frankness* alone would be inestimable in this age of deceit.

89. *My right* there is none *to dispute.*

90. Mercy gives *even* affliction a grace.

91. *To his confusion*, it proved to be a counterfeit.

92. *With all his occasional coarseness*, he was capable of high thought.

93. He had grown into sufficient importance *to become an object of hostility.*

94. He brought forward old plays *to the exclusion of new ones.*

95. He appeared *to be rich.*

96. He appeared *to have been rich.*

97. He begged *of me* a book.

98. The pilots were alarmed *at being thus beset.*

99. His nature was *too noble to make him profit by an act of injustice.*

The expansion of simple into compound sentences.

Expand the italicised into co-ordinate sentences:—

100. They are *confessedly* unable to resist much longer.
101. He was *fortunately* taken out of the well alive.
102. The position of the company has been *incalculably* improved.
103. He is *admittedly* inferior to his predecessor.
104. Oxygen is a colorless invisible gass *possessing neither taste nor smell.*
105. *Laboring under these domestic evils* and *menaced by a foreign invasion*, the Britons attended only to the suggestions of their present fears.
106. *After a hard struggle*, he at last gained his end.
107. *In addition to these misfortunes*, his health gave way.
108. *According to the latest accounts*, the island is quiet.
109. He was again summoned to appear *on pain of condemnation as a heretic.*
110. They persisted in their design, *in defiance of his remonstrances.*
111. The case has now been settled, *to the complete satisfaction of every body concerned.*
112. *In the interests of my friend*, I must insist on a full explanation.
113. Mahomet now broke up his camp, *promising his troops to renew the siege at a future day.*
114. He rushed out in the rain, under the stimulus of this hope, *forgetting to cover his head, not caring to fasten his door.*
115. All remained silent, *some wondering, others smiling with incredulity and derision.*
116. He was now completely launched in active life, *accompanying his uncle in various expeditions.*
117. He worked very hard for the cause, *thus showing his sincerity.*
118. He often speaks rashly, *thus failing to inspire confidence.*
119. *To keep my readers no longer in suspense*, Sir Roger is dead.

The expansion of complex into compound sentences.

Expand the italicised into co-ordinate sentences:—

120. *To add to the general dissatisfaction against Henry's title*, his mother, from whom he derived all his right, was still alive.

121. Shipmoney was now exacted, *by the admission of the royalists themselves* with the object, not of maintaining a navy, but of furnishing the king with supplies that might be increased and expanded at his discretion.
122. *While they forgave him*, they also applauded him.
123. *As soon as he spoke*, it was done.
124. *Whereas I was then blind*, now I see.
125. Do not urge him more *lest he become angry*.
126. *Had they not come forward*, death was inevitable.
127. We have labored earnestly, *that the project might not miscarry*.
128. *In order to secure the more efficient training of young men intended for commercial and industrial pursuits*, there is urgent need for the establishment of public secondary schools, where a superior commercial and technical education may be obtained.
129. Lord Dean of Guild Blackie recommended the establishment of a merchants' college *on the ground that the ordinary schools did not supply the curriculum that the merchants required.*.

The contraction of complex into simple sentences.

Contract the italicised clauses into phrases.

130. *That he has succeeded* is the only justification of the enterprise.
131. *How he should advance the interests of the family* was his only care.
132. He repented *that he had spared the boy*.
133. The king knows *when he should promise and when he should pay*.
134. The question is *when operations may be advantageously begun*.
135. I insist *that you shall not go*.
136. One must have great firmness of purpose *if he would strictly adhere to it*.
137. His wealth, *which was vast and growing*, made him an object of envy.
138. I do not see the force of the objections *you have urged*.
139. A man, *who has no capital, who has laid nothing by, and whose monthly wages are just sufficient to provide his family with their rice*, cannot pay a heavy fine.

140. A conspiracy, *whose object was to waylay the king*, was set on foot.
141. This is a matter *where no proof is necessary*.
142. He was the first *that shed blood in the cause of Islam*.
143. *When the king reached his majority*, he surrounded himself with wise counsellors.
144. The night had closed in *before the conflict began*.
145. *The greater his difficulties are*, the more energy he displays.
146. *The longer the race is*, the better is his chance of winning.
147. He was severely scolded *because he was late*.
148. *If our fear would have permitted*, we might have retreated with great order.
149. *As the population had been trained to arms*, they were not unprepared for war.

The contraction of compound into simple sentence.

150. He has good natural abilities; besides, he is well-educated.
151. They laboured assiduously, yet they failed in their object.
152. The bill was passed and the people were delighted.
153. He received him kindly, washed his feet, provided supper, and caused him to sit down.
154. The recent floods in the Cauvery washed away a bridge on the railway and consequently traffic was interrupted for several days.
155. Henry seized his rifle, sprang on his horse, and rode off among the bushes.
156. With some pride, I announced my intended exhibition to Mr. Young, and he appointed that evening for seeing it, saying that none but his own boys should be present at the first representation.

Contract the following compound into complex sentences:—

157. Save him and I will reward you richly.
158. Seest thou a man that is hasty in his words? There is more hope of a fool than of him.
159. You must do as I bid you; otherwise you will fail.
160. They have confessed; else they should have died.
161. It was pleasant to hear him speak; his mode of expressing himself was so simple.
162. Resist the devil, and he will flee from you.

163. They have not paid the King's taxes; that is why we take them to prison.
164. Destroy La Vendee, and the English will no longer occupy Dunkirk.
165. Hear him out, and you will understand him the better.
166. Forget that for a moment, and you will not be astonished.

Put each of the following groups of sentences in the form of a simple sentence:—

167. (*a*) He saw the ring. (*b*) His heart was greatly troubled.
168. (*a*) Punish him. (*b*) You may have your own will in the matter.
169. (*a*) There is a ship. (*b*) The ship has no rudder. (*c*) There is a man like this ship. (*d*) He has no faith in the Supreme Being.
170. (*a*) I was accosted by a beggar. (*b*) He was poor and old. (*c*) He appeared to be in the last extreme of misery and disease.
171. (*a*) The driver was careless. (*b*) The mail was therefore late.
172. (*a*) He is very lazy. (*b*) He does not therefore work.
173. (*a*) It is very absurd. (*b*) It cannot therefore be believed.
174. (*a*) A fire suddenly broke out. (*b*) It greatly alarmed the neighbours.
175. (*a*) These words glowed in her bosom. (*b*) She felt it.
176. (*a*) He desired to listen. (*b*) He therefore staid.
177. (*a*) He should consult dictionaries. (*b*) He should consult books of reference. (*c*) He should puzzle out the meanings of difficult passages. (*d*) He should put into his own words the meaning so puzzled out. (*e*) He should not spare himself all this trouble.
178. (*a*) These races have migrated from distant lands to their present homes. (*b*) They have brought with them peculiar physical qualities. (*c*) Such physical qualities were due to the climate, soil and geographical position of their birth-place. (*d*) They also brought with them their religion, their traditions and their language. (*e*) They brought with them their customs and institutions also.

179. (*a*) Francis could have cut off the whole imperia army. (*b*) He was excessively cautious. (*c*) He therefore lost this favourable opportunity. (*d*) This was in the neighbourhood of Valenciennes.

180. (*a*) Certain messengers were appointed to carry this order. (*b*) The cardinal of Sion corrupted the messengers. (*c*) The order had to be delivered to the Swiss in the service of the confederates. (*d*) The cardinal had the address to prevent the delivery.

181. (*a*) Alraschid was unsuccessful in his attempts. (*b*) The Arabs were ready to deliver him up to his merciless brother. (*c*) He therefore fled to Algiers. (*d*) Algiers was the only place of refuge left to him. (*e*) He purposed to implore the protection of Barbarossa.

182. (*a*) He left his wife in the house of his parents. (*b*) He left his wife's nurse in the house of his parents. (*c*) He then sailed in this ship.

183. (*a*) He wandered for thirty days. (*b*) He was then led to a city. (*c*) The city belonged to the king, his father-in-law. (*d*) His good luck led him there.

184. (*a*) Sancho arrived there. (*b*) It was near the gates of the city. (*c*) The officers then came out. (*d*) Their object was to meet him.

Put each of the following groups of sentences in the form of a complex sentence:—

185. (*a*) Darkness broke away. (*b*) Morning began to dawn. (*c*) The town then wore a strange aspect.

186. (*a*) Mud is brought by the stream in its course. (*b*) This mud is fertilising. (*c*) The country receives this mud. (*d*) It derives a richness from the deposit. (*e*) Common culture could not produce such richness.

187. (*a*) He descended from his throne. (*b*) He then ascended the scaffold. (*c*) He then exclaimed thus. (*d*) His words were "Live, incomparable pair."

188. (*a*) He traversed his straitened dominions. (*b*) He was then attended by a small and beautiful spaniel. (*c*) The dog frisked and gambolled about him. (*d*) The dog would at times pretend to snarl and bite at him.

189. (*a*) We sat within an old farm-house. (*b*) The windows looked over the bay. (*c*) The windows gave easy entrance to the sea-breeze. (*d*) The sea-breeze was damp and cold.

190. (*a*) The sun had sunk behind the mountains. (*b*) All was gloom along their bases. (*c*) All was double gloom in their caves. (*d*) Their rugged brows still caught the red glare of the evening.

191. (*a*) The Sabines constituted a part of the Roman people. (*b*) This is implied in the story about Tatius. (*c*) It is also evident from the origin of the Roman religious ceremonies. (*d*) These ceremonies were sabine.

192. (*a*) Romulus disappeared. (*b*) The senators were then desirous of getting the reins of government into their own hands. (*c*) They would not allow a new king to be elected.

193. (*a*) He owes this to her bounty. (*b*) He confesses this in a letter. (*c*) In the same letter he thanks her for her interference. (*d*) I will produce that letter.

Put each of the following groups of sentences in the form of a compound sentence:—

194. A* (1.) The landlords were fond of field-sports. (2.) They invited all classes to join them.

B. (1.) A time was appointed for their meeting. (2.) A place was appointed for their meeting. (3.) Farmers, peasants, and proprietors met together. (4.) They all met with their guns. (5.) Each had his assigned place in the hunt.

195. A. (1) They had substantially nothing to complain of. (2) They were attached to their landlords. (3) They were attached to their religion. (4) They were attached to the old forms of Government. (5) They viewed the revolutionary movement with distrust.

B. They shrank from taking any part in the movement.

196. A. (1.) The Government had prescribed an oath. (2.) The clergy refused to take that oath.

B. (1.) They were countenanced by the people. (2.) They openly retained their parishes in spite of the Government. (3.) This was an act of contumacy. (4.) This act could not long escape punishment.

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* In exercises 194—200, the sentences in A will form one simple or complex sentence, and the sentences in B another simple or complex sentence; these two put together will form the required compound sentence.

197. A. (1.) These clergymen were turned out. (2.) They then hid themselves in the woods.

B. (1.) The people flocked to those woods. (2.) The object of the people was to hear those clergymen. (3.) The men then carried muskets in their hands.

C. (1.) Sometimes these men were surprised by the military. (2.) Then a skirmish took place.

198. A. (1.) He was a large and powerful man. (2.) He was of German descent. (3.) His features were stern and strongly-marked. (4.) His complexion was swarthy. (5.) His hair was black. (6.) His eyes were black.

B. (1.) He had a vehement determined way of speaking. (2.) He had a German accent.

199. A. (1.) Stofflet was forty years of age. (2.) Stofflet had served sixteen years in the army. (3.) His courage and strong sense had raised him above the rank of a common soldier.

B. (1.) He had, while in the army, attracted the notice of the proprietor of Maulevrier. (2.) He now held the situation of gamekeeper on this estate.

200. A. (1.) The gendarmes went to arrest Foret. (2.) On that day a detachment of national guards came from Chollet. (3.) Chollet is a town in the neighbourhood of Maulevrier.

B. (1.) The detachment carried off twelve cannons. (2.) These were kept in the chateau as family relics.

(From the Madras University Papers.)

201. In each of the following six sentences contract the subordinate clause into a phrase introduced by a preposition, (*not* in any case by an infinitive.) (*a*) The servant trusted his master would act generously towards him. (*b*) The boy prayed that he might be as rich as Crœsus. (*c*) The Government resolved that all children should be educated. (*d*) I inquired if he was well. (*e*.) I am not sure but I may go. (*f*) He must not be absent unless he receives permission.

(Matric. 1874.)

202. Express the substance of all the following notes in

one compound sentence, containing three principal clauses, of which the words in italics shall be the predicates :—

(The letters A, B, C are intended to denote what is subordinate to each principal clause.)

A. A dog was crossing a stream. We may suppose the dog's name to have been Delta. Delta had a piece of flesh in his mouth. He *saw* his shadow in the stream.

B. Delta believed it to be another dog. This other dog was carrying another piece of flesh. Delta *could* not *avoid* catching it.

C. Grant that Delta tried to catch it. He *was* far from gaining anything by his greedy design. He dropped the piece he had in his mouth. That piece immediately sank to the bottom. That piece was irrecoverably lost.

(Matric. 1874.)

203. Rewrite the following, with a conditional clause introduced by *if* :—

I told him not to talk nonsense ; or I should be angry.

(Matric. 1874.)

204. Rewrite the following, using a clause for *at least* :—

He might have answered at least one question.

205. Contract each of the following sentences into a simple sentence :—

a. As soon as he came into the room, I went out that I might not be under the necessity of speaking with him.

b. I asked my master whether he thought me fit to appear for the examination, and as he advised me to appear, 'I registered my name.'

c. Why he went that way and how he met with his death were questions which caused a stir in the village which it is impossible to describe.

(Matric. 1876.)

206. Contract the following sentence into a simple sentence :—

The fact that he has been absent has been established beyond a doubt, so that it is unnecessary to bring forward any other proof that he is innocent.

(Matric. 1877.)

207. Expand the italicised phrases into clauses without using the conjunction *that* or *if* :—

a. He promised *in spite of the opposition of his friends.*

b. He fled *to avoid falling into the hands of his enemies.*

c. No man can do any good *without labour.*

(Matric. 1877.)

208. Re-write the following as a complex sentence with *two*, and *only two*, subordinate sentences.

I have often wished that, as in our constitution there are several persons whose business it is to watch our laws, our liberties, and our commerce, certain men might be set apart as superintendents of our language to hinder any words of foreign coinage from passing among us, when those of our own stump are altogether as valuable.

(Matric. 1878.)

209. Take the following disjoined statements, and, *omitting none of them*, construct a simple narrative, containing not more than five principal sentences.

(*N. B.*—This question is intended to test your knowledge of the principles on which sentences are constructed. You should therefore pay particular attention to the order of the different parts and their relation one to another, so as to make the whole as natural and simple as possible. In doing this you are at liberty to change the form of expression as much as you think necessary.)

Robin Hood is a great hero of English Ballad poetry. He was the captain of a band of outlaws. Their home was in Sherwood forest. Sherwood forest is in Notthinghamshire. They lived by plunder. They only plundered the rich. Robin Hood was kind and generous to the poor. He was very popular amongst them. He deserved this. He lived for many years in open defiance of law. This was partly owing to the friendship of the poor. It was partly owing also to his own skill and daring. One day he fell ill. He therefore went to a monastery and asked them to bleed him. They consented to do so. The operator recognised him. He bled him to death. He did this intentionally. He hoped by this to please the king. All this happened in the 13th century.

(Matric. 1880.)

210. Change the italicised phrases in the following into clauses :—

(*a*) He was accused *of having done it* intentionally.
(*b*) He seems *to have been innocent*.

(Matric. 1880.)

211. Arrange the following passage in the proper order :— A church was built here by Sebert, king of the East Saxons, on a small island, called Thorny island, formed by a small creek, of which no trace exists, running into the Thames, and dedicated to St. Peter.

(Matric. 1880.)

212. With the following independent sentences construct one complex sentence, taking care to supply the proper connectives, and to attach each subordinate clause to that member of the principal clause to which it relates :—

(1) The Company's officers manifested a strong predilection for everything Mussulman. (2) The Company's officers manifested this predilection from the first. (3) The Company's officers retained the Persian language in the law courts. (4) Justice was now dispensed in a language foreign to the parties and the witnesses. (5) Justice was also dispensed in a language foreign to the judge. (6) The anomaly and the incongruity was thereby greatly increased.

(Matric. 1882.)

213. Write the following as a simple sentence :— It is evident that the people take little or no interest in the question.

(Matric. 1883.)

214. Make the required changes in the passages given below :—

1. When he had refitted his ships, he set sail.—(*Use the case absolute.*)
2. He came in sight of the town before he had sailed ten leagues.—(*Change the principal clause into the subordinate.*)
3. Although they took every precaution, they ran aground.—(*Reduce this to a simple sentence.*)
4. If you can prove this to my satisfaction, I will yield.—(*Use the imperative.*)

(Matric. 1884.)

215. *a.* Expand the phrase, common to each of the following sentences, into a clause:—

1. *Deprived of her naval supremacy,* England was yet able to maintain the war.
2. *Deprived of her naval supremacy,* England was not able to maintain the war.
3. *Deprived of her naval supremacy,* England will not be able to maintain the war.

b. Contract into one simple sentence:—If it had not been for the assistance he received, it is not possible he could have succeeded.

c. Combine the following into one sentence, without using the conjunction *and*:—

I was thus musing; I cast my eyes towards the summit of a rock; the rock was not far from me; he was in the habit of a shepherd; he was in reality a being of superior nature.

(Matric. 1886.)

CHAPTER III.

THE CONVERSION OF SENTENCES.

ASSERTIVE, INTERROGATIVE AND EXCLAMATORY FORMS.

Sec. I.—KINDS OF SENTENCES.

Sentences have, in the first two chapters, been divided into *simple*, *complex*, and *compound* sentences, with reference to their structure. They may, with reference to their meaning, be divided into ASSERTIVE, INTERROGATIVE, EXCLAMATORY, IMPERATIVE, and OPTATIVE sentences. Each of these may be sub-divided into AFFIRMATIVE and NEGATIVE sentences.

A sentence is said to be in the *affirmative* form, when it contains a *positive* statement, *e. g.*:—

1. He is a liar.
2. Is he a liar?
3. How old you are!
4. What a silly boy you are!
5. Come prepared.
6. May you be happy.

A sentence is said to be in the *negative* form, when it contains a *negation* or *denial*, *e. g.*:—

1. He is not a liar.
2. Is he not a liar?
3. Look how he never comes prepared!
4. Do not meddle with him.
5. May you not be teased.
6. May he never fail.

A. An **Assertive** sentence is one that makes an assertion —that merely makes a statement.

An assertion may be *affirmative* or *negative*, e. g :—

1. They left Madras this morning.
2. They have not yet left Madras.

In assertive sentences, the subject *precedes* the verb except in the following two cases.

1. When the sentence begins with *there* or *nor*, the subject comes *after* the verb ; as (1) *There comes your servant.* (2) *Nor am I* to blame.
2. When an adj. or an adv. phrase is placed first for the sake of emphasis, the subject comes *after* the verb ; as, (1) *such was the Athenian* according to his own account, (2) very *beautiful is the picture.*

B. An **Interrogative** sentence is one that asks a question ; as, have you come prepared ? It may be :—

a. *A mere question* expecting an answer in the affirmative or in the negative ; as, do you purpose to go to Tanjore ?

b. An *interrogation* implying the answer. In this case, an assertion is put in the form of an interrogation for the sake of emphasis or greater intensity.

Interrogation is a figure of construction, and, as such, aims at making an assertion strong by giving it the form of a question. We may be inattentive when mere declarations are made to us ; but we are obliged to attend on being appealed to by a question. The positive interrogation implies a negative answer, and the negative interrogation implies a positive answer. Thus :—

1. Who can paint like nature ? implies the answer *none.*
2. Who does not hope to live long ? implies the reply that *every one hopes to live long.*

Interrogative sentences may be *affirmative* or *negative. e. g* :—

1. Who knows it ?
2. Who does not know it ?

The following is the order of words in interrogative sentences.

The subject is placed between the auxiliary and the principal verb ; as, must I go ?

If there is no auxiliary, the auxiliary *do* or *did* is inserted before the subject ; as, *Did I tell* you of it ? *Where do you live ? What do you want ?*

In a few cases and when the verb *to be* is the predicate, no auxiliary is used, and the subject is placed after the principal verb ; as, *know you* the fact that I was ill ? *Was he* absent ?

When the subject is an interrogative pronoun, the subject comes before the verb ; as, *What made* you think so ? *Who opposed* you ?

C. **Exclamatory** sentences are those that contain expressions of surprise and the like. When from sudden and intense emotion, we give utterance to some abrupt, inverted, or elliptical expression, we are said to make an exclamation. Such sentences may be *affirmative* or *negative.*

The interjection is a species of exclamation; as, oh! bah! alas! But an exclamation proper consists of words with meaning. It is:—

1. An elliptical expression; as, oh me! (woe is to me). Oh that they were wise! (I very much wish that they were wise.)
2. An assertion put into the form of an exclamation for the sake of greater intensity, *e. g.* How wicked you are! (you are very wicked.)

D. **Imperative** sentences are sentences whose finite verbs are in the imperative mood, express an order, or request, and may be *affirmative* or *negative, e. g*:—

1. Insist on his standing out.
2. Do not insist on his standing out.

In imperative sentences, the nominative is in the second person and is understood.

E. **Optative** sentences express a prayer, or desire; *e. g.*:—

May she live long.

The nominative is placed between the auxiliary *may* and the verb, as in 'may he be happy;' sometimes the auxiliary *may* may be understood as in '(may) God save the Queen.'

SEC. II.—INTERCHANGE OF SENTENCES.

The five kinds of sentences referred to above are in many cases interchangeable, *without any alteration in the meaning*: we shall now shew how a sentence can be converted from one of these forms into another, while retaining its meaning.

I.—The interchange of the assertive and interrogative forms.

The positive interrogation will become a negative assertion and the negative interrogation will become a positive assertion.

The order of words should be changed so as to make it appropriate to the form of the sentence. The order peculiar to each of these two forms has already been explained and the words ought to be arranged in that order.

1. He is very happy = Is he not very happy?
2. Can you deny that Charles was despotic? = You cannot deny that Charles was despotic.
3. Is he not too old for the class? = He is too old for the class.

The interrogative sentence is sometimes converted into a conditional clause (see the last lines of page 49.)

Do you want to join our school? Go and ask our Principal = If you want to join our school, go and ask our Principal.

II.—An assertion into a question.

'*He gave you five Rupees*' may be put in the form of a question which will be answered by '*five Rupees.*' Thus:—

Ques.—How much did he give you? *Ans.*—Five Rupees.

Here the answer is not implied in the question; the question and the answer are *together* equivalent to the assertion. Hence the question contains less than what is in the assertion. But when a sentence is converted from the assertive into the interrogative form as in case I, the interrogation is identical in meaning with the assertion, though more forcible.

III.—The interchange of the assertive and exclamatory forms.

An exclamation, when it is an elliptical expression, will become an assertion, on the ellipsis being supplied. An exclamation, when it implies intensity, becomes an assertion by arranging the words as in assertive sentences and introducing an intensive adjunct.

1. Back, back to the Bocage! = Let us speedily be back to the Bocage. (Here the ellipsis is supplied; and since the repetition of the word *back* implies great eagerness to be back, the adverb *speedily* is inserted in the assertive form.)
2. What an instrument for good it is! = It is a *powerful* instrument for good.
3. He is very happy = How happy he is! (the exclamatory form is more forcible than, though identical in meaning with, the assertive form.)

IV.—The interchange of the assertive and imperative forms.

When a sentence is converted from the imperative into the assertive form, the verb will be changed from the imperative to the infinitive mood, and the principal verb of the assertive sentence will be *beg*, *request*, or *pray*, if the imperative sentence express an entreaty or prayer, and *order* or *command* if it denote an order.

1. Please do me this favor = I beg you to please do me this favor.
2. Bring me a fan, boy = I direct you to bring me a fan.
3. Pray, set him at liberty = I pray you to set him at liberty.

An imperative sentence, forming part of a compound sentence, will be converted into an adverbial clause of condition, *e. g.* :—

1. *Work and* you shall pass = *If you work*, you shall pass.
2. *Think over the matter again and* you shall be convinced = *If you think over the* matter again, you shall be convinced.

V.—The interchange of the assertive and optative forms.

To convert a sentence from the optative into the assertive form, make the optative sentence a noun clause introduced by

the conj. *that*, placing the verb after the subject, and make this clause the object of the verb *pray* or *wish*, the predicate of the assertive sentence. *e. g.* :—

1. May she live long = I pray that she may live long.
2. "May she live long," cried he = He prayed that she might live long.

VI.—The interchange of the interrogative and exclamatory forms.

It has already been explained how either of these two forms may be changed into the assertive form and how the assertive form may be changed into either of these two forms. The interchange of these two forms may therefore be effected by converting the given form into an assertion, and then converting the assertion into the other form. Thus :—

1. Is he not very haughty ? (*interrogative.*)
   He is very haughty (*assertive.*)
   How haughty he is ! (*exclamatory.*)
2. How high he stands in the estimation of his Collector ! (*exclamatory.*)
   He stands very high in the estimation of his Collector (*assertive.*)
   Does he not stand very high in the estimation of his Collector ? (*interrogative.*)

VII.—The interchange of the affirmative and negative forms.

Note.—Two negatives destroy each other. A word is equivalent to its antonym (opposite) with a negative.

1. I posted a copy to your address, as soon as the money order reached me = no sooner had the money order reached me than I posted a copy to your address.
2. Raman is the best boy in my class = no other boy in my class is so good as Raman.
3. This is a barren region = This is not a fertile region.
4. None of us are without failings = all of us have failings.
5. No pen of mine is so good as this = This is the best of my pens.

Sec. III.—EXERCISES.

CASE I.

Convert the following sentences from the interrogative into the assertive form :—

1. What is a ship, a railway, a steam-engine, but the work of that giant hand ?
2. Can storied urn or animated bust back to its mansion call the fleeting breath ?
3. Have there not been governments which were blind leaders of the blind ?

4. Why need we go up to knowledge when knowledge comes down to us?
5. Who would not laugh if such a man there be?
6. Who would not weep if Atticus were he?
7. Which king has reached such a height of detestable guilt in oppressing the churches of his kingdom as Phillip of France?
8. Is not La Fayette still a traitor?
9. Is this rage worthy of free men?
10. Does industry ever go unrewarded?
11. Can a lazy and irregular boy pass?
12. What signifies it to the country whether Roland possesses an intelligent wife who inspires him with her resolutions or that he draws them up himself?
13. Who did not see great defects in the First Bill? But did we see nothing else?
14. Is delay no evil? Is prolonged excitement no evil? Is it no evil that the heart of a great people should be made sick by deferred hope?
15. Could any system be devised, better fitted to pervert the principles and break the spirit of men formed to be the glory of their country?
16. Can we mention no instance in which this system has made such men useless, or worse than useless, to the country of which their talents were the ornament, and might, in happier circumstances, have been the salvation?
17. How old is he? *

(Matric. 1877.)

Convert the following sentences from the assertive into the interrogative form :—

18. He says he will be unable to do it (*in the past tense.*)
19. An honest man is the noblest work of God (*in the plural number.*)
20. The hand is the most wonderful of the bodily organs.
21. He is exceedingly happy.
22. Pleasure ought not to be pursued at the expense of health.
23. It is time enough to ring.
24. It is from religion that power derives its authority, and laws their efficacy.

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* 'How old is he'? is not an interrogation *implying* the answer; it is a question *requiring* an answer. In the assertive form it will become a noun clause object of *tell* in 'tell me.' Thus. *Tell me how old he is.*

25. That is a most important point.
26. He is calm in the presence of danger.
27. Mounted upon heaps of corpses, I preached respect for the law.
28. (*a*) We have some books. (*b*) He did that.
(**Matric. 1880.**)

CASE II.

Put the following assertions in the form of questions which may severally be answered by the words or phrases within brackets:—

29. (The hermit) spread (his trembling hands) (above it) (as his benison he gave.) *
30. (God) sent it (frost) (to brace its tissues.)
31. I am (by promise) tied to match me (with this man of pride.)
32. He scarce believed the witness (that his sight received.)
33. (Henry) had managed to procure (sixty pounds of gun-powder.)
34. (At about nine o'clock) (Madame Lescure) was awakened (by a bustle.)
35. (The company) kept possession of (the island) (for nearly six weeks.)
36. (The waves) carried (the king's young heir) (to a rock.)
37. (When thou art feeble, old, and grey,) (my healthy arm) shall be (thy stay.)

CASE III.

Convert the following exclamations into assertions:—

38. What a dangerous thing it is to meddle with what one does not know!
39. What an instrument for good it is!
40. How great a matter a little fire kindleth!
41. How fleet is a glance of the mind!
42. What was his terror as he beheld the man drop something into the jar!

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* This sentence must be put into the form of a question that will be answered by the words '*the hermit*,' again into the form of another question which will be answered by '*his trembling hands*,' thirdly, into the form of a question that will be answered by '*above it*,' and fourthly into the form of a question that will be answered by the words, '*as his bension he gave.*'

43. How I should wish to let the people see what has befallen me!
44. How happy I am that I maintain my faith in him!
45. Oh, happy day! exclaimed M. Certain.
46. What a heap of nonsense I have seen in my dreams!
47. What a silly fellow this is!
48. How old he is!

(Matric. 1877.)

Convert the following assertions into exclamations:—

49. He is very happy.
50. In our dreams we often see what we cannot comprehend.
51. That is a most important point.
52. This is a very wonderful story.
53. I wish to be happy.

(Matric. 1874.)

CASE IV.

Convert the following from the imperative into the assertive form:—

54. Stay, mother, and pull off my coat.
55. Pray, do not do so, dear father.
56. Let him take all others in the garden before this.
57. See here, my little fellow; smell this orange.
58. Since you are so clever in destroying our plans, provide us with a better in their stead.
59. Come, then, let me know how you would settle the affair.
60. Do not be too hard upon me.
61. *Admit the unlawfulness of taking interest for money* and you condemn all kinds of commerce, and even all profitable investment of money.*
62. *Refuse them the loan*, and they remove their account and give you a bad name; *grant them* what they ask, and they engage in speculations by which they are ruined and you sustain loss.
63. *Make the questions too easy*, and the class will grow careless; *make them too difficult* and the boys will get disheartened.
64. *Convince people of the value of your school*, and parents will not encourage their children to be irregular.
65. *Never forget to enforce your orders*, and your orders will be obeyed.

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* The italicised in Exercises 61—67 would become adverbial clauses.

66. *Be earnest over your work*, and your earnestness will not fail to impart itself to your scholars; *treat a subject as unimportant*, and they will become listless.
67. *Let a man act as if certain of success*, and success he will generally command.

CASE V.

Convert the following from the optative into the assertive form:—

68. May success attend thee.
69. May the choicest blessings of God be showered on Lord Ripon.
70. "God bless you, sir" said Madame Colbert with emotion.
71. God save the Queen.
72. "Heaven help you," cried the father.
73. May your parents live long.
74. May the Almighty have mercy on you.
75. May he be honored and respected.

CASE VI.

Convert the following exclamations into interrogations:—

76. "On the contrary, Godfather, I have sold it for fifteen," said Baptiste. "Fifteen! Fifteen!" interrupted the Godfather, "fifteen crowns—fifteen crowns for a piece of cloth not worth six!"
77. "Alas!" cried Love-Truth, "Heaven help me!"
78. Oh, keep me with you!
79. It cannot be, you cannot stop with me, my son!
80. What a silly fellow this is!
81. "You see now!" said he "they have confessed all."
82. "Have mercy on me!" cried Love-Truth.
83. How old he is!

Convert the following interrogations into exclamations:—

84. Is this not a very happy day?
85. How can we do that? Are we not stuck fast here?
86. Is not what I have seen in my dreams a heap of nonsense?
87. "Alas! Alas!" thought Love-Truth, "How could it ever come to pass that I should be the king's son-in-law?"
88. Is this not very fine?
89. Am I not very unhappy, in consequence of the death of my parents?

CASE VII.

Convert the following from the affirmative into the negative form:—

90. He was only twenty years of age.
91. Scarce had the book made its appearance when another edition was called for.
92. Immediately on hearing this, he left for Bangalore.
93. Baptiste was bounding into the street when he was seized by the collar with a firm grasp.
94. As soon as Jacques heard of the insurrection, he resolved on putting himself at its head.
95. Scarcely was the combat over when Cathelineau had to divide his forces.
96. As soon as he learnt the poor boy's wishes, he made him sit down.
97. He had hardly fallen asleep when he found himself in an unknown land.
98. He came as soon as he was called.
99. He was more to blame than any one.
100. She was the most beautiful of all.

(Ques. 98—100 Matric. 1879.)

101. He was too late to catch the train.
102. Everything he touched, he adorned.

(Ques. 101—2 Matric. 1886.)

Convert the following from the negative into the affirmative form:—

103. No sooner had he entered the room than he threw off his coat.
104. There is not a boy in my class that is worse than the best boy of your class.
105. You are certainly not taller than my brother.
106. Not a few have applied for the vacant place.
107. He was not late.
108. Careful men would not have done so.
109. He tried not to pass.
110. He did not accept my offer.
111. The President was not present then.
112. It is certainly not a praise-worthy act.

MISCELLANEOUS.

Rewrite the following in the interrogative form:—

113. With such long legs as you would have, you would take it into your head to travel.
114. That would be quite charming!

115. He looked at her with fondness and called her several times his mother.
116. All this dressing is not necessary for friends that you see every day.
117. You should first have asked the boy how much would satisfy him.
118. You cannot call him wicked, without confessing that you are so yourself.
119. How prettily they are playing !
120. Come along with me now.

(**Matric. 1882.**)

Rewrite the following in the assertive form :—

121. What an unhappy alteration she very soon perceived in these poor little children !
122. How I should wish to be big ! to be as big as you.
123. What pleasure shall we feel to have our necks out of the yoke !
124. May God reward you for all your goodness !
125. What a series of delightful gambols entertained them at the orchard !
126. What a sight when she awoke next morning !
127. But who was to receive her orders ?

CHAPTER IV.

INTERCHANGE OF WORDS AND PHRASES.

SEC. I.—KINDS OF PHRASES.

PHRASES are of three kinds according to the functions they perform in sentences.

A. The NOUN PHRASE.

The infinitive is the only form of the noun phrase.

1. *To be just* is *to be generous.*
2. *Being just* is *being generous.*

B. The ADJ. PHRASE.

a. The *possessive case*, e.g :—
The *Sun's* rays; *William the conqueror's* son.

b. The *noun in apposition*, e.g :—
A short interval of peace, *the glorious reign of Edgar*, now follows.

c. The *prepositional phrase* is an expression consisting of a preposition and a noun. The noun may or may not be qualified by adjuncts. The prepositional phrase is essentially adverbial, but is often used adjectivally, *e.g* :—

1. The Directors *in their fury* lost all self-command.
2. Lord Dover was a nobleman *of amiable manners.*

d. The *participial phrase*, *e.g.* :—

1. Actions, *not prompted by feelings*, are not voluntary.
2. The wood, *covering the hill*, is very valuable.

C. The ADVERBIAL PHRASE.

a. The *adverbial accusative*, *e.g.* :—

They worked *all day*.

b. The *prepositional phrase*, *e.g.* :—

1. I will not act *on these terms*.
2. What is to be done *in case of fire?*

c. The *participial phrase*, *e g.* :—

1. You err, *not knowing the power of God*.
2. *Richard having been deposed*, Henry became king.
3. *Even though vanquished*, he could argue still.

d. The *infinitive*, *e.g.* :—

1. I am glad *to see you well*.
3. I should rejoice *to hear of your success*.
3. London was guarded *to overawe resistance*.

SEC. II.—INTERCHANGE OF WORDS & PHRASES.

I.—Interchange of words.

A. INTERCHANGE OF NOUNS AND NOUNS.

a. Class noun and collective noun.

1. He feared to face *his hearers* = He feared to face *his audience*.
2. *A commission* will be appointed = *Commissioners* will be appointed.

b. Class noun and abstract noun.

Carelessness must be punished = *Careless persons* must be punished.

B. INTERCHANGE OF PRONOUNS.

a. Pronouns and pronouns.

1. *They who* have opportunities of knowing say so = *Whoever* have opportunities of knowing say so.
2. I trust to you, *for you* have helped me = I trust to you, *who* have helped me.

b. Adverbial relatives and relative pronouns.

1. He set out for London *in which* he hoped to acquire fame = He set out for London, *where* he hoped to acquire fame.
2. The means *by which* we attained our object = The means *whereby* we attained our object.

c. The relative *as* and other relatives.

1. She has not now the same attractions *that* she formerly had = She has not now the same attractions *as* she formerly had.

2. She is not such a wonder *as* her mother imagines her to be = She is not a wonder of the kind *which* her mother imagines her to be.

d. The relative *but* and other relatives.

There will be scarcely a room *that* will *not* be occupied = There will be scarcely a room *but* will be occupied.

C. INTERCHANGE OF NOUNS AND VERBS.

a. The noun in the predicate and the verb.

Kings *are* naturally *lovers* of such company = Kings naturally *love* such company.

b. The noun as object and the verb.

They *had* a very kind *reception* = They *were* very kindly *received*.

D. INTERCHANGE OF ADVERBS.

a. *Too* and *so*.

Too is convertible into *so as not* or *so that not*; *so as not* will be followed by an infinitive or an infinitive phrase; *so that not* will be followed by an adv. clause.

1. He is *too* clever to be caught = He is *so* clever *that* he cannot be caught.
2. It is *too* high to be reached by me = It is *so* high *that* it cannot be reached by me.
3. The problem is *too* intricate to be solved by you = The problem is *so* intricate *as to* be incapable of being solved by you.
4. The news is *too* good to be true = The news is *so* good *as not* to be true.

b. *So* and *enough*.

1. Your servant is tall *enough* to reach the ceiling = Your servant is *so* tall *as to* reach the ceiling.
2. He is old *enough* to manage his own affairs = He is *so* old that he must be able to manage his own affairs.

E. INTERCHANGE OF CONJUNCTIONS.

The conjunctions *likewise*, *as well as*, *not only—but*, *also*, are interchangeable. *As well as* emphasizes the first of two circumstances, *not only—but*, and *likewise*, emphasize the second. Thus:—

1. He is *not only* intelligent, *but* industrious.
2. He is intelligent, and *also* industrious.
3. He is intelligent and is *likewise* industrious.
4. He is industrious *as well as* intelligent.

These four examples are identical in meaning; in all of them, it is assumed that he is intelligent, and it is said that he is some thing more than intelligent, *viz.*, that he is industrious; thus his industry is emphasized. In the 1st example, it is said that he is intelligent, and *in addition*, industrious; the 2nd and 3rd examples convey the same idea; the 4th example conveys the same idea by changing the order of the adjectives.

II.—Interchange of phrases.

A. INTERCHANGE OF ADJ. PHRASES.

a. The possessive case and the prepositional phrase.

1. The *king's* command = The command of the king.
2. After residence abroad for *five years* = After a *five years'* residence abroad.

b. The possessive case and the participle.

1. The *leader's* courage = The courage *shewn by the leader.*
2. The hopes *entertained by the statesman* = The *statesman's* hopes.

c. The noun in apposition and the participle.

1. The king, *having conquered in the first battle*, now advanced with great spirit = The king, *conqueror in the first battle*, now advanced with great spirit.
2. France now stepped in, *a mightier helper* = France now stepped in, *bringing mightier help.*

d. The prepositional phrase and the participle.

1. The apartments of *the duke* = The apartments *occupied by the duke.*
2. The shadow *cast by the tower* = The shadow *of the tower.*

B. INTERCHANGE OF ADV. PHRASES.

a. The prepositional phrase and the participle.

1. She refused to come *on pretence of nursing a sick relation* = She refused to come *pretending* to nurse a sick relation.
2. Julius Cæsar embarked for Britain, *accompanied by five legions* = Julius Cæsar embarked for Britain *with five legions.*

b. The prepositional phrase and the infinitive.

1. You will be amused *at reading the report* = You will be amused *to read the report.*
2. Forces were levied *for the reduction of Ireland* = Forces were levied *to reduce Ireland.*

III.—Interchange of words and phrases.

A. INTERCHANGE OF NOUNS AND NOUN PHRASES.

1. *Idleness* is disgraceful = It is disgraceful *to be idle.*
2. *To be weak* is miserable = *weakness* is miserable.
3. After *resisting a short time* = After *a short resistance.*

B. INTERCHANGE OF ADJECTIVES AND ADJ. PHRASES.

a. The adj. and the possessive case.

Popular opinion = The opinion *of the people.*

b. The adj. and the prepositional phrase.

Numerical superiority = Superiority *in numbers.*

c. The adj. and the participial phrase.

Edward, *apprehensive of* danger to the province, put it in a position of defence = Edward *apprehending* danger to the province, put it in a position of defence.

C. INTERCHANGE OF ADVERBS AND ADV. PHRASES.

1. *Here* he was safe = *In this place* he was safe.
2. Obey *instantly* = obey *at once*.
3. The army was *ridiculously* inadequate = The army was *so* inadequate *as to excite ridicule*.
4. He will *certainly* come = He will *without doubt* come.

D. INTERCHANGE OF PREPOSITIONS AND PREPOSITIONAL PHRASES.

1. Learning flourished *under the rule of* that wise and virtuous king = Learning flourished *under* that wise and virtuous king.
2. The boy trembled *in the presence* of his mistress = The boy trembled *before* his mistress.

SEC. III.—EXERCISES.

Use pronouns for the italicised:—*

1. *Every person who* knows the history of our civil dissensions knows that all those arguments which are now employed by the opponents of the Reform Bill were employed by the unfortunate Stuarts.
2. But to-night, *he that* is not with us is against us.
3. It is right and wise to give representatives to *those* wealthy and populous places *which* have hitherto been unrepresented.
4. *Those who* appear to lead the movement are only whirled along before it; *those who* attempted to resist it are beaten down and crushed beneath it.
5. That part of the subject has not received *the* attention *that* it deserves.
6. His remarks have given me no pain except *the* pain *that* I feel at being compelled to say a few words about myself.

Use 'too' *for* 'so' *or* 'so' *for* 'too' *in the following:—*

7. My noble friend has himself asserted those very doctrines, in language *so* nearly resembling mine *that* I might accuse him of plagiarism.
8. We tried a stamp duty—a duty, *too* light to be scarcely perceptible, on the fierce breed of the old Puritans; and we lost an empire.
9. The peculiar circumstances in which we are placed to-night make me *so* anxious *that* I cannot remain silent.

* In case the italicized words are pronouns, use *other* pronouns in their stead.

10. Its wood is *too* soft and perishable to be used for any purpose requiring strength and durability.
11. He is *too* stupid to understand it.
12. *So* many got in and with *so* much luggage *that* the boat was upset.
13. He is *so* ardent in disposition *that* in action he is rash.
14. It is *so* absurd *that* it cannot be believed. **(Matric. 1875.)**
15. It is *so* difficult that I cannot understand it. **(Matric. 1878.)**

Use **'not only—but also'** *in the following:—*

16. Disease and death made havoc of the pilgrims.
17. Let the call of justice even in your youth nerve your arm with valor.
18. In addition to hanging pictures in my room, I intended to adorn it with maxims of frugality.
19. He exposed himself to the fire of the artillery and likewise to the attack of the infantry.
20. A good player profits by his adversary's want of judgment as well as by his own dexterity.
21. The men are learned as well as rich.

Rewrite, omitting the italicised:—

22. *If* I had not been so well prepared, I could not have passed.
23. He prevented the coming in of any more *lest* the boat should sink.
24. Guard my heart, O God of Heaven, *lest* I covet what is not mine.
25. The men are *not only* rich *but also* learned.
26. Even if *it* were thought to have had some excuse, such a deed ought to meet with severe censure, and *it* is the more merited, because it would seem that *it* was the intention of the perpetrator to involve as many others as possible in *it*. **(Matric. 1875.)**
27. The man, for *whom* I got it, is absent. **(Matric. 1877.)**

Use the verb form of the italicised:—

28. Their gallantry often received the warm *acknowledgment* of the French commanders.
29. All *remonstrances* from him were in vain.
30. He soon acquired a great *reputation* for sanctity.

31. Of this council, the bishop of Agra was *president*.
32. Love-Truth was *witness* of this transaction.
33. We invented a pure *calumny* against him.
34. The whole court underwent a thorough *purification*.
35. Confine your *attention* to the work before you.
36. I am glad that my design of withdrawing from business meets with your *approval*.
37. Many are the persons that cultivate flowers for the *love* of them.

(Ques. 35—37 Matric. 1875.)

Use the adjective form of the italicised :—

38. The *solitude* of the place favoured his meditations.
39. The stranger laughed at them for his *generosity*.
40. They enjoyed as much *comfort* and *happiness* as it was possible for man to enjoy in such a situation.
41. Whatever one has *fairly* acquired is his property.
42. Rice and timber are *largely* exported.
43. He *unsuccessfully* attempted to solve the problem.

(Matric. 1875.)

44. He *persumes* to question my authority.

(Matric. 1886.)

Use the noun form of the italicised :—

45. *Believing* that you will keep your word, I give you permission.
46. To eat and drink *temperately* is the best way to preserve health.

(Ques. 45 and 46 Matric. 1875.)

47. I am not *acquainted* with him.
48. The two boys *differ* greatly in disposition.
49. By our ancient Saxon laws, a thief *was punished* with death.
50. He is *allowed* five rupees a month by his father.

(Ques. 47--50 Matric. 1884.)

51. He *presumes* to question my authority.

(Matric. 1886.)

Give a single word for each of the following phrases :—

52. One that walks in his sleep.
53. Write notes on.
54. Of short duration.

55. Accompanied by great effusion of blood.
56. Liable to be consumed by fire.
57. Persons living at the same period.
58. Not liable to be wounded.
59. The art of telling fortunes by noting the lines and marks on the palm of the hand.
60. The man that looks at the dark side of things only.
61. The man that looks at the bright side of things only.
62. Incapable of being defended.
63. Incapable of being seen.
64. Incapable of being understood.
65. Incapable of being wounded.

(Ques. 62—65 Matric. 1886.)

Use a single word for each of the italicised :—

66. The leaves alone are *converted to purposes of utility.*
67. There was not a member *that did not* approve of the measure.
68. The planters were, *to a man,* against him.
69. He is *seventy years old.*
70. I met a *person sixty years old.*
71. He is a *person that has sailed round the world.*
72. All of them life-size and the whole *cut from a single block.*
73. The Inspector's examinations are held *once in three years*; but the Director's examinations are held *once in five years.*
74. The indignation of the king was *beyond all expression.*
75. He was possessed of wealth almost *beyond calculation.*
76. *You and he and I* came here together.

(Matric. '74.)

Replace the italicised by equivalent words or phrases :—

77. I have *but few* friends left.
78. With all our trouble we have *only just* passed.
79. It was *only just* that he should be punished.
80. On *entering* the shop, the *proprietor* welcomes a foreigner with *sundry* salutations, sometimes *advancing* to shake hands and *endeavouring* to make *the most* of his *scanty knowledge* of English. He will *exhibit* his commodities with *astonishing* patience and *evince nothing of* disappointment, if, after *gratifying* his curiosity, the visitor *depart* without *purchasing* anything.

(Matric. '83.)

Replace the italicised by simple English verbs with an adverb or preposition:—

81. He *postponed* the payment of the bill for a week.
62. The boy must be *dismissed* from the school.
83. The young prodigal son *squandered* his fortune at which his father was greatly annoyed.

(Ques. 81—3. Matric. '85.)

Replace the italicised by simpler words or phrases:—

84. His *scholastic career* has come to a close.
85. I *purchased* some books yesterday.
86. Can I *assist* you in anything?
87. Will you *render* me a service?
88. There is *an abundance* of rice in the granary.
89. You and I should do it *simultaneously*.
90. Take me *on your way there* and *fetch me on your way back*.

(Matric. '77.)

91. Rewrite exercise 14, using *such* and *very*.

(Matric. '75.)

92. Rewrite exercise 15, using *such* and *very*.

(Matric. '72.)

93. Use *help* in 'I could not but comply with his request.'

(Matric. '74.)

94. (*a*) Use *all* for *only* in 'only one remained.'
(*b*) Use *be* for *have* in 'have the kindness to read this to me."
(*c*) Use *but* for *without* in 'it never thunders without lightning!'

(Matric. '75.)

95. Use *ago* for *since* in 'I have not seen him since 1870.'

(Matric. '78.)

96. (*a*) Use *overlooked* for *forgiven* in 'he confessed his fault and was forgiven.'
(*b*) Use *service* for *help* in 'he was a great help to me.'
(*c*) Use *confidence* in 'I do not trust him.'
(*d*) Use *ridiculed* for *laughed* in 'he laughed at me.'
(*e*) Use *robbed* for *stolen* in 'my watch was stolen.'
(*f*) Use *concise* for *condense* in 'condense your arguments as much as possible.'

(Matric. '81.)

97.. Use *though* in 'hard as he worked he failed.'

(Matric. '83.)

CHAPTER V.

INTERCHANGE OF ACTIVE AND PASSIVE FORMS.

SEC. I.—KINDS OF VERBS.

A VERB is a word that says or asserts something—'being, doing, or suffering.'

A TRANSITIVE verb denotes that the act passes on to the object of the verb, *e.g.*, He *struck* me.

An INTRANSITIVE verb indicates an action that does not go beyond the doer—an action without an object, *e. g.*, He *ran*; he *ate*.

A NEUTER verb indicates a state, a being, or existence, *e. g.*, He *sleeps; man is* mortal. The verb *to be* is a neuter verb; it is also called a *copula* verb, because it joins the noun to what is asserted of it.

VOICE shews whether the subject acts or is acted upon; there are two voices, the *active* and the *passive*.

The ACTIVE VOICE denotes that the subject of the verb acts.

The PASSIVE VOICE denotes that the subject of the verb is acted upon.

Verbs may therefore be classified as :—

1. *Active and transitive.*—He *taught* the class.

   Here the verb is transitive and is in the active voice.

2. *Passive and transitive.*—The class *was taught* by him.

   Here the verb is transitive and is in the passive voice.

3. *Reflexive and transitive.*—I *taught* myself.

   When the subject and the object of a verb are the same, the verb is called *reflexive*.

   In No. 3, as well as in No. 1, the verb is transitive and active; in No. 1, the object is different from the subject; but in No. 3, the object is the same as the subject.

4. *Active and intransitive.*—*Run* that you may overtake him.

   Here the verb is intransitive and in the active voice.

5. *Neuter.*—*Sit* down. He *sleeps.*

The first two classes of verbs have *both voices*; and the last three classes of verbs have *no passive voice*; nor are verbs that take a *cognate* or an *adverbial* object used in the passive voice.

'He died the death of a martyr' has no passive form. Verbs that take an adverbial object, *i.e.*, an accusative of time, space, value, weight, or measurement, have no passive voice. Thus: It measures five feet; it costs two rupees; he rode a

mile. If according to Dr. BAIN, cognate and adverbial objects are taken to be adverbial adjuncts it will be clear why these cases have no passive voice; for then the verbs will be intransitive in form and meaning.

The passive voice is formed by the various forms of the verb *to be* and the past participle of the active verb. Thus: He *speaks* the truth = the truth *is* spoken by him.

The following is the conjugation of the transitive verb *to love* in both voices, in the indicative mood, all the tenses, the first, second and third persons, singular number.

N. B.—Since the object of this table is merely to indicate the *active* and *passive forms*, the *object* is omited in the active forms, and the *agent* in the passive form.

INDICATIVE MOOD.

TENSE.	ACTIVE VOICE.	PASSIVE VOICE.
Present indefinite	I love	I am loved.
	Thou lovest	Thou art loved.
	He loves	He is loved.
Present progressive or imperfect.	I am loving	I am being loved.
	Thou art loving	Thou art being loved.
	He is loving	He is being loved.
Present perfect	I have loved	I have been loved.
	Thou hast loved	Thou hast been loved.
	He has loved	He has been loved.
Present continuous	I have been loving	*No passive form.*
	Thou hast been loving	*Do.*
	He has been loving	*Do.*
Past indefinite	I loved	I was loved.
	Thou lovedst	Thou wast loved.
	He loved	He was loved.
Past progressive or imperfect.	I was loving	I was being loved.
	Thou wast loving	Thou wast being loved.
	He was loving	He was being loved.
Past perfect	I had loved	I had been loved.
	Thou hadst loved	Thou hadst been loved.
	He had loved	He had been loved.
Past continuous	I had been loving	*No passive form.*
	Thou hadst been loving	*Do.*
	He had been loving	*Do.*
Future indefinite	I shall love	I shall be loved.
	Thou shalt love	Thou shalt be loved.
	He shall love	He shall be loved.

Tense.	Active Voice.	Passive Voice.
Future progressive or imperfect.	I shall be loving	*No passive form.*
	Thou shalt be loving	*Do.*
	He shall be loving	*Do.*
Future perfect	I shall have loved	I shall have been loved.
	Thou shalt have loved	Thou shalt have been loved.
	He shall have loved	He shall have been loved.
Future continuous	I shall have been loving	*No passive form.*
	Thou shalt have been loving	*Do.*
	He shall have been loving.	*Do.*

SEC. II.—ACTIVE INTO THE PASSIVE.

Rule.—Make the direct object of the transitive verb the subject of the assertion in the passive voice, change the verb into the corresponding passive form, make it the predicate of the new subject, and make the agent of the action an adverbial adjunct with the preposition *by* prefixed to it.

Note 1.—In the first two cases we have only one object. In the 3rd, 4th, and 5th cases, we have two objects; and the direct object is made the subject of the passive verb. In the last case also we have two objects; in this case the direct object can *always* be made the subject of the passive verb, and *sometimes* the dative object.

Note 2.—The doer of the action is often left unexpressed in the passive voice; in the following examples wherever it is advisable to leave it unexpressed, it has been inserted within brackets.

Case I.—Transitive verbs taking only the direct object.

a. Where the object is a noun or a pronoun.

1. I have returned the money into his hands = The money has been returned (by me) into his hands.
2. Touch me at your peril = Let me be touched by you at your peril.
3. They were building the house = The house was being built by them.

b. Where the object is an adj. having the force of a noun.

1. We respect the just = The just are respected by us.
2. Do not slander the brave = Let not the brave be slandered by you.
3. He has always helped the needy = The needy have always been helped by him.

c. WHERE THE OBJECT IS A SUBSTANTIVE INFINITIVE, there is a passive form; but the active form is *preferable.*

1. I desire to go = Going is desired by me.
2. He wished to die a martyr = Dying a martyr was wished by him.

d. WHERE THE OBJECT IS A PHRASE.

We should avoid ridiculing others = Ridiculing others should be avoided by us.

e. WHERE THE OBJECT IS A CLAUSE.

The noun clause is made the subject of the passive verb; or the pronoun *it* is made the subject, and the noun clause is put in apposition with the pronoun *it.*

1. I proposed that he should start at once = That he should start at once was proposed by me.
2. Do you suggest that he should not return? = Is it suggested by you that he should not return?

Case II.—Prepositional verbs taking one object.

Intransitive verbs become transitive by the addition of a preposition. In this case the verb and the preposition ought to be taken together and treated as one verb.

1. They despaired of success = Success was despaired of by him.
2. I objected to the proposal = The proposal was objected to by him.

Case III.—Transitive verbs taking the direct and the factitive objects.

NOTE.—The direct object becomes the subject and the indirect object is retained as the object of the passive verb.

1. They made the movements of the crow *the basis of their auguries* = The movements of the crow were made (by them) the basis of their auguries.
2. They called him *a coward* = He was called (by them) a coward.
3. I regarded him *as a wise man* = He was regarded by me as a wise man.

Case IV.—Transitive verbs taking two objects—the indirect object being an adj., an inf., a phrase, or a clause.

The note given in Case III applies to this case also.

1. The jury declared him *guilty* = He was declared guilty by the jury.
2. The old knave bade me *look again* = I was bid to look again by the old knave.
3. They accused him of *bribing the Police* = He was accused by them of bribing the Police.

4. We found the place *thronged* = The place was found thronged (by us).
5. Break it *open* = Let it be broken open (by you).
6. Ask him *if he was present* = Let him be asked (by you) if he was present.
7. I wished him to go = He was wished by me to go.
8. I believe him to be innocent = He was believed by me to be innocent.

Case V.—Transitive verbs taking the direct and the genitive objects.

The note given in Case III applies to this case also.

They accused him *of theft* = He was accused by them of theft.

Case VI.—Transitive verbs taking the direct and the dative objects.

The direct object is made the subject and the dative object is retained as the object of the passive verb.

1. I lent *him* a pound = A pound was lent to him by me.
2. They sent *me* a letter = A letter was sent to me by them.
3. They made *him* a cage = A cage was made for him by them.

In some cases, the dative object may be made the subject, and the direct object may be retained as the object of the passive verb.

1. I presented him a copy = He was presented a copy by me; *or* a copy was presented him by me.
2. Teach him grammar = Let grammar be taught him (by you); *or* let him be taught grammar (by you).
3. He told me he was a stranger = I was told by him that he was a stranger; *or* that he was a stranger was told me by him.

SEC. III.—EXERCISES.

Change the active into the Passive voice:—

CASE I.

1. The inhabitants abandoned the isle and city to the sullen demon.
2. God treasures the tears that His striving ones shed.
3. The shouts of the people increase the noise.
4. Wolfe had discovered a narrow path winding up the steep precipice.
5. Put him to torture.
6. While some of them attain distinction by wise and steady conduct, others, by mean and vicious behaviour, forfeit the advantages of their birth.

7. O! what a tangled web we weave when first we practise to deceive!

8. Do not entertain too high an opinion of yourself.

9. "God bless you, sir," said Colbert.

10. The republicans had vacated all the surrounding districts, and concentrated their strength in Nantes.

11. He recommended that the chemists should prepare some of their strongest gas-emitting substances.

12. They must cross the terrible Loire ere they can plant their feet in La Vendee.

13. It remains now to tell what became of Stofflet and Henry.

14. Keep it carefully and prize it beyond the richest treasure in the world.

15. Do not place any confidence in what I was saying.

CASE II.

16. Never swerve from the path of duty.

17. He welcomes in the shivering pair.

18. I looked upon the tombs of the great.

19. The Goddess of pleasure broke in upon her discourse.

20. Fortune smiles on fools.

21. Never speak ill of them unless you are sure they deserve it.

22. He observed that the old man begged not for a blessing on his meat.

23. For seven months the brave little district had by its own unaided efforts kept that gigantic force at bay.

24. In a letter addressed to the Committee of Public Safety, he adverts to the five thousand republican prisoners whom the fugitives had so magnanimously spared.

25. The military council resorted to the only means of compensation in their power—that of promising future payment.

26. Envoys from the British Government waited upon the French officers with despatches encouraging the Vendeans to persevere and promising aid.

27. They laid hold of everything that could serve as a covering or a protection from the weather.

28. They discovered the theft and took him to task for it.

29. Farmer Nicholas laughed at them all for it, for he managed things so cleverly.

30. He fixed upon a suit of light-blue velvet, trimmed with silver lace.

CASE III.

31. If he should ask you any questions, tell him you fel in with robbers.
32. The cottagers took this ill and called him a saucy young fellow.
33. If we relate it, people will not believe us but will call us fools and deceivers.
34. I love him dearly, and I should most willingly take him as my husband.
35. The Collector appointed him Sheristadar on the recommendation of the Sub-Collector.
36. The voters of this division have elected you as their Commissioner.
37. The shareholders nominated a merchant as their auditor.
38. There is not one that does not call him 'Father Ripon.'
39. The Saints proclaim thee King.
40. They constituted him perpetual governor of the island.

CASE IV.

41. Henry saw the peasants preparing to shoot two republican grenadiers.
42. Nicholas forbade him to set foot over his threshold.
43. They forced him to sleep in the open air.
44. He asked the people to give him a lodging.
45. He made the boy sit down on a shady bank and desired a maid servant to set a little repast of delicious milk and fruits before him.
46. Though he scarcely knew the names of those dainties, he found them extremely palatable.
47. The little boy saw a vast plain planted with trees, spread out before him.
48. He asked me how I had passed the night.
49. I must make her speak even against her will.
50. I requested him to do it, but he bade another to do it.

CASE V.

51. There is not a man in the entire parish whom we have not robbed of some portion of his property.
52. My friends assured me of success.
53. These questions followed each other so rapidly that they deprived him of the power of speech for a time.
54. She fell into a swoon when I informed her of the death of her mother.

55. With all my arguments, I could not convince him of his folly.

56. Every other day I reminded him of his promise.

CASE VI.

57. Mother Martha told me that truth was a good thing.

58. The committee at once sent us spades and shovels.

59. The neighbours all applauded this, and declared, one and all, that they would never give a morsel to so unprincipled a young reprobate, much less take him into their house.

60. The boy told the stranger his whole history from the beginning to the end.

61. I have told you nothing but the truth.

62. He laughed when his young friend told him all the absurd things which he had been dreaming during his sleep.

63. He gave them a few of his gold pieces.

64. He told me that he did not himself exactly know, but that the punishment could not have been a trifle.

MISCELLANEOUS.

65. While he was telling these fatal truths, he was enduring the most excruciating anguish.

66. The minister was laying before the king an account of his administration.

67. The pieces which the boy had played upon his flute charmed him exceedingly.

68. You pay for good wine, it is true; but I always purchase some miserable stuff; and whatever good wine remains since my predecessor's time, I drink myself.

69. Do not believe that it was spilled through the awkwardness of the attendants.

70. The servant conducted him to his host, who invited him to a walk.

71. The gentleman sent out a servant, who took charge of the boy.

72. They then turned him out of doors.

73. He would dig up the finest plants he could find in his neighbour's farms and transplant them in his own.

74. I did not offend against Louis whom I loved so much.

75. He wore a lawyer's gown, which he had picked up somewhere.

76. She intrusted the child to a peasant who was to take care of it until reclaimed.

77. The royalists in their greatest extremity had gained the greatest battle in the whole course of the insurrection.

78. So far did he carry his convictions of duty on this head that his maxim is said to have been—"That a monarch should care even for the beasts of the field."

79. We teach them geography two hours a week.

80. When you look forward to those plans of life which either your circumstances have suggested or your friends have proposed, you will acknowledge that some previous training is necessary.

81. He objected to the proposal, and the company bade him state his reasons.

(Matric. 1874.)

82. The judge will go into the case to-morrow.

(Matric. 1877.)

83. They put a wrong interpretation upon the passage which alluded to that matter.

(Matric. 1879.)

84. This does not surprise me.

(Matric. 1880.)

85. (*a.*) The boy next me was pushing me. (*b.*) We despaired of his life.

(Matric. 1880.)

86. He promises us much but gives us little.

(Matric. 1882.)

SEC. IV.—THE PASSIVE INTO THE ACTIVE.

This process is merely the converse of the former process. The answers to the first 86 questions will furnish suitable exercises for turning the passive into the active voice. A few additional examples are however given below.

In the passive voice, the agent of the action is often left unexpressed; and we shall have to supply it in the active form. Thus: The glass has been broken = Somebody has broken the glass. He is considered partial = They (people) consider him partial.

Change the passive into the active voice:—

87. He was severely caned by the head-master.

88. He was accosted by an old beggar.

89. Let him be made to work.

90. My followers are favored by the gods, beloved by their acquaintance, esteemed by their country, and, after the close of their labors, honored by posterity.

91. Let your property be all sold.

92. During my father's life-time, my mother had been supplied with rich dresses by a merchant who was employed by the ladies of the grand seignior's seraglio.

93. I was robbed by the soldiers with whom I drank sherbet.

94. The ball was cut out of my body by an awkward surgeon.

95. These convulsions of the earth are often preceded or accompanied by rolling sounds, explosions, and other noises.

96. The city of Concepcion in Chili, was destroyed in 1835 by a single overwhelming shock preceded by a few tremulous movements.

97. All his treasures, his magnificent apartments and costly furniture, should be shown to the philosopher.

98. Let what can be done to-day be never put off till to-morrow.

99. Our father was taken by a pirate, carried to Tripoli, and sold as a slave.

100. Both talents and skill are required to practise a learned profession; such talents are possessed by few; and the means of passing through the necessary education can be commanded by fewer still.

101. The end of September was spent by the peasants in rejoicing.

102. On the 1st November, it was resolved to issue notes in the king's name, payable at the restoration of peace.

103. Hoches's exertions were made complete by the almost simultaneous deaths of the two surviving spirits of the insurrection.

104. You are supposed to have committed the offence.

(Matric. 1885.)

SEC. V.—INTERCHANGE OF VOICES.

Change the voice of the verbs wherever possible:—

105. My friend sent for twenty pounds of beef, which was cut in pieces, and thrown into the cage with his own hands.

106. His habitation was often pestered with rats which gnawed his clothes and feet when sleeping.

107. Be not overcome by the injuries you meet with so as to pursue revenge.

108. If we knew how much the pleasures of this life deceive and betray their unhappy votaries, we should cease to be enamoured of these transient joys, and should wisely fix our hearts on those virtuous attainments which the world can neither give nor take away.

109. Shortly afterwards, the new corps was reviewed for the first and last time by the unfortunate James in the gardens of St. Germains, and the tears are said to have gushed from his eyes at the sight of so many brave men, reduced to so very humble a condition.

110. Having proved his zeal in the wars of 1649 and 1650, he soon admitted him into his full confidence.

111. The local authorities were stringently required to see this decree put in force, and they were empowered to put down every insurrection with a strong hand.

112. The refractory districts were to be flooded with cheap reprints of popular philosophical works, and with enlightened new publications—a project which proved of efficacy in many places, but was of small avail in La Vendee.

113. Having fortunately escaped from Paris when their lives were menaced by a revolutionary mob, they retreated to their castle of Clisson, where their hospitality was extended to a number of distressed royalists.

114. Lescure, whose character it befitted to make the proposal, named Cathelineau, and Cathelineau was unanimously appointed General-in-Chief of the royalist army of Louis XVII.

115. The ill-starred Biron had been already recalled by the Council, and Beysser appointed to succeed him. Combustibles of all kinds were ordered to be sent into La Vendee for burning the plantations.

116. The king soon after sent the captain who had landed them with presents to the savages, and with orders to bring them back.

117. His fondness for astronomy, the pursuit of his early years, induced him at last to devote himself to that science; and his friends provided him with all the assistance he required in his studies.

118. Although he might have been comforted by the warmth of his fleece in cold climates, it would have oppressed him by its weight and heat.

119. The body of the grown-up man presents to us the same unaltered aspect of form and size for long periods of time.

120. He brought several books to the boy, amongst which were translations of Homer and Don Quixote, in both of which Flaxman, then and ever after, took immense delight.

121. I could not doubt the evidence of my senses; the bargain was concluded, and the Jew sent porters to my inn with the chest.

CHAPTER VI.

INTERCHANGE OF DEGREES OF COMPARISON.

SEC. I.—DEGREES OF COMPARISON.

An adjective, in its simplest form, is said to be in the POSITIVE DEGREE; *i. e.*, it states the quality without reference to the measure of it; as, an *intelligent* boy. When two objects are compared and one is seen to possess a given quality in a higher degree than another, the COMPARATIVE DEGREE is used; as, the daughter is *more intelligent* than the son. When more than two objects are compared, and one is seen to possess a given quality in a greater degree than any or all of the rest, the *superlative degree* of the adj. is used; as, the youngest is the *most intelligent* of your children.

NOTE.—Comparatives do not express the *absolute* degree in which a quality exists but only the *relative* degree; nor do superlatives, except 'superlatives of eminence.' What is meant by a superlative of eminence is explained under the uses of the superlative.

I.—The superlative and its uses.

The superlative is formed by adding *est*, or by prefixing *most* to the positive.

CASE I.

When we have a number of objects one of which stands first, the superlative is used; and the meaning is that this one object has none among them *equal or superior* to it—that every other object belonging to the group of objects we are considering is *inferior* to this one object. Thus:—

1. Of the four boys you sent me, Raman is *the best.*

This means that among these four boys, Raman has neither superiors nor equals; every one of the remaining three boys being inferior to him.

2. Of the five sections of the 6th class in our school, section A is the best.

This means that among these five sections, there is no section as good as, or better than, section A.

CASE II.

When we have a number of objects, some of which stand first, and if we have to talk of *one* of that number, we use the following form of the superlative.

1. Kuppusami is *one of the most intelligent* boys in my class.

This means that there are a number of boys in my class who occupy the first rank in point of intelligence and that Kuppusami is one of them.

2. The Nizam is *one of the most faithful* allies of the English.

This means that, in the matter of being a faithful ally of the English, the Nizam has equals and inferiors but no superiors.

CASE III.

When there are a number of objects and when the superiority of one of them to the rest has to be denied, the superlative is used with a negative.

He is *not the best boy* in my class.

Suppose a teacher says of a certain student of his, "He *is not the best* boy in my class; but he *is one of the best.*" This means it *cannot* be said that he has *no equals*; but it can be said that he has *no superiors.* There are boys as good as he; but there are no boys better than he. But if it is merely said that *he is not the best*, we can only infer that he has no equals but can make no inference as to whether there are boys superior to him or not.

CASE IV.

When there are a number of objects, and when it has to be denied that one of them occupies one of the highest places, the superlative is used with a negative as in the following example.

He is *not one of the best* boys in the class.

Suppose a teacher says of a student "he is not the best boy in the class, *nor* is he *one of the best.*" This means that there are boys equal to him; further, there are boys superior to him.

CASE V.

There is another use of the superlative to be noted—where there is no express comparison. This is THE SUPERLATIVE OF EMINENCE. The superlative of eminence has reference to *absolute* superiority and not to *comparitive* superiority.

When we take a group of objects and say that one of them is *the best* or *one of the best*, we do not mean that, absolutely speaking, that one is excellent. One of a number of fools may be called the best of them; but that person cannot lay claim to any intelligence. If, however, we use the superlative of eminence and say "he is a most intelligent young man," we mean absolute excellence. The following are examples of this use of the superlative. This is *a most interesting* story. His argument is most

convincing. You are an *exceedingly clever* boy. The superlative of eminence cannot be converted into the comparative or into the positive, since it expresses no comparison.

Caution.—The object, in which the given quality is said to exist in the superlative degree, must be *one of the group* of objects we are considering. We say: 'Krishnan is the most diligent of our 6th class students.' This form will be correct only when Krishnan is *one of our 6th class students.* This form of expression will be incorrect if Krishnan is a student of the 5th class, even though it may be that he is more diligent than all our 6th class students. If still we want to use the superlative form, we must say: 'taking Krishnan and our 6th class students, Krishnan is the most diligent:' or, if Krishnan is also the most diligent in the 5th class, we may say: 'Krishnan is the most diligent of our 5th and 6th class students.' It will therefore be seen that the following is wrong: "*Eve is the fairest of her daughters.*" Eve is not one of her own daughters; Eve does not therefore form one of the group (*viz.*, the daughters of Eve) considered. The correct form, therefore is, 'Eve is *fairer than* her daughters.'

II.—The comparative and its uses.

The comparitive is formed by adding *er*, or by prefixing *more* to the positive.

CASE I.

The comparative is used when *two* objects are compared with each other.

1. The son is *more liberal* than the father.

This means that, in point of liberality, the son stands first, and the father second. Here we have two objects compared with each other.

2. The students of section A are *more regular* in their attendance than the students of section B.

Here we have two groups of objects compared with each other. The students of each section are regarded as a whole—as one object.

CASE II.

The comparative is used when one object is compared with a number of objects considered as one whole. Thus, in reality, the comparison is only between two objects, though one of them consists of many objects.

The students of the 5th class are *more regular* in their attendance than the students of the 4th and 6th classes.

Here the students of the 5th class form one object and the students of the 4th and 6th classes are regarded as one object.

CASE III.

This case is the same as the previous case except that in Case 2 the objects compared do not all belong to one class or group, and that in case 3 all the objects compared obviously belong to one class or group.

1. The students of section A of the 6th class are more regular in their attendence than the students of the other sections of the 6th class.

Here, the students of section A are regarded as one object and the students of the remaining sections as another object.

2. Kesavan is more hard-working than my other servants.

Here Kesavan is one object and my other servants, another object. Kesavan and my other servants both form one class, *viz.*, my servants.

CASE IV.

When the superiority or inferiority of one object to another has to be denied, the comparative is used with a negative.

The boy *is not more intelligent than* the girl.

Here the superiority of the boy to the girl in intelligence is denied. The meaning is that the girl is as intelligent as the boy, if not more.

CASE V.

When the superiority or inferiority of one object to a number of other objects has to be denied, the comparative is used with a negative; thus:—

Your son is *not more honest* than your servants.

Here the superiority of the son to the servants in point of honesty is denied. The meaning is that the servants are as honest as the son, if not more.

CASE VI.

This case is the same as the previous case except that in Case 5 the objects compared do not at all belong to one class or group, and that in Case 6, the objects compared obviously belong all to the same class or group.

Your eldest son is *not less honest* than your other sons.

Here the inferiority of the eldest son to the other sons in point of honesty is denied. The meaning is that the eldest son is as honest as the other sons, if not more.

CASE VII.

When the superiority or inferiority of many objects to one object has to be denied, the comparative is used with a negative; thus :—

No servant of yours is *more hard-working* than myself.

This means that I am as hard-working as any servant of yours, if not more.

CASE VIII.

This case is the same as Case 7, except that the objects compared in Case 7 do not all belong to one class or group, and the objects compared in Case 8 obviously belong to one class or group.

No student of mine *is more painstaking than* Krishnan.

N. B.—Case 1 corresponds to Case 4, Case 2 to Case 5, and Case 3 to Case 6, the former of each of these cases making an assertion, and the latter making a denial, of a similar statement.

Caution.—When one object is compared with many objects and the comparative degree is used, the one object ought *not* to be a part or member of the many objects with which the comparison is made.

A's servant *is more honest than* B's children.

This form will be correct if A's servant be *not* one of B's children. But if A's servant is one of B's children, this form will be wrong; for in that case the meaning will be that A's servant is more honest than himself and certain others. This cannot be, as no one can be more honest than himself.

'Narayanan *is more industrious than* all our students.' This form will be *wrong* and ought to be 'Narayanan is more industrious than all our *other* students,' *if* Narayanan is one of our students. The insertion of *other* makes the sentence correct. Though Narayanan is one of the group denoted by '*all our students*,' he is not one of the group denoted by '*all our other students.*' The two objects or groups of objects ought to be entirely *exclusive* of each other when the comparative is used, though the two objects or groups of objects may, if put together, form one class.

III.—The positive and its uses.

Comparison is implied in the positive form in the following cases :—The correlatives *as—as* are used to express equality; and the correlatives *so—as* are used with a negative to deny equality.

CASE I.

The correlatives *as—as* are used to express equality when two objects are compared and when the equality of one of them to the other is asserted.

Kesavan is *as clever* as Raman.

This means that Kesavan is not less clever than Raman.

CASE II.

The correlatives *as—as* are used to express equality when one object is compared to a number of other objects considered as a whole, and when the equality of one object to a number of other objects is asserted.

Kesavan is *as clever as* any boy in my class.

This means that Kesavan is not inferior to any boy in the class. He has equals, but no superiors.

CASE III.

The correlatives *so—as* are used with a negative to deny equality when two objects are compared, and when the equality of one object to another is denied.

Kesavan is *not so clever as* Raman.

This means that Kesavan is inferior to Raman.

CASE IV.

When one object is compared to a number of objects, and when the equality of that one object to those many objects is denied, the correlatives *so—as* are used with a negative.

Kesavan is *not so clever as* some other students of mine.

This means that Kesavan is inferior to other students of mine. He is inferior to some others.

CASE V.

When the equality of a number of objects to one object has to be denied, the correlatives *so—as* are used with a negative.

No other boy in my class is *so clever as* Kesavan.

This means that all other boys in my class are inferior to Kesavan and that Kesavan has no equals.

SEC. II.—INTERCHANGE OF DEGREES OF COMPARISON.

I.—Conversion of the superlative into the other degrees.

NOTE 1.—The meaning of the given sentence should be well grasped, and the objects compared should be separately set down.

NOTE 2.—When we assert or deny the *superiority* or *inferiority* of one object to another object or to a number of other objects, the *comparative* form is used.

NOTE 3.—When we assert or deny the *equality* of one object to another object or class of objects, the *positive* form is used.

NOTE 4.—Each of the *four* cases given below corresponds to the *first four* cases given under the uses of the superlative. Each of these cases should be studied along with the corresponding case there.

CASE I.

Super.—Tanjore is *the most fertile* district in the Madras Presidency.

This means that, in point of fertility, Tanjore is superior to all other Districts. Hence the following comparative forms.

Comp.—1. Tanjore is *more fertile than* all the other Districts of the Madras Presidency.

Caution.—CARE should be taken that the word OTHER is inserted. For the expression '*all the districts* of the Madras Presidency' would include Tanjore, and Tanjore could not be said to be more fertile than Tanjore.

2. Every other district of the Madras Presidency is *less fertile than* Tanjore.

Pos.—*No* other district of the Madras Presidency is *so fertile as* Tanjore.

This positive form is a denial of equality. Since the meaning is that Tanjore has in this respect no equals or superiors, it will be enough if we say that Tanjore has no equals. When it is said that it has no equals, it is implied that there are none superior to it.

CASE II.

Super.—Tanjore is *one of the most populous* towns in the south of India.

This means that in this respect Tanjore has equals but no superiors. So it will do if we say that there are none superior to it. Hence the following comparative forms.

Comp.—1. *No* town in the south of India is *more populous than* Tanjore.

This form merely says that there are none above it; hence we may infer that it has equals and inferiors.

2. Tanjore is *not less populous than* any town in the south of India.

Caution.—It would be wrong to say 'no *other* town' in (1) 'or any *other* town,' in (2.) For, the form 'no other town is more populous than Tanjore' would imply that Tanjore is more populous than Tanjore, which is absurd. Similarly, the form 'Tanjore is not less populous than any other town,' would imply that Tanjore is less populous than Tanjore, which is also absurd.

Pos.—1. Tanjore is *as populous as* any town in the south of India.

2. Other towns in the south of India, are, at the most, *as populous as* Tanjore.

The equality of Tanjore to other towns is here asserted. Take *any* very populous town in the south of India, and Tanjore will be as populous as that town, since there are none above Tanjore. Other towns are less populous than, or, at the highest, only as populous as Tanjore.

CASE III.

Super.—Raman is *not the best* boy in the class.

It cannot be said that Raman is unequalled; there are boys as good as Raman; and possibly there may be some better than Raman—which, however, we do not know.

Comp.—1. Raman is *not better* than every other boy in the class.

2. There are boys in the class than whom Raman is *not better*.

Pos.—There are boys *as good as* Raman.

We may say '*at least as good as* Raman' to provide for the probability of there being better boys.

CASE IV.

Super.—He is *not one of the best* boys in the class.

It is implied that he has some superiors and that others are his equals or inferiors.

Comp.—There are boys *better* than he.

It is implied that there are boys equal and inferior to him.

Pos.—He is *not so good as* some boys in the class.

Since there are some boys better than he, he is not so good as those 'some boys.'

II.—Conversion of the comparative into the other degrees.

NOTE.—Notes 1 and 3 given under 'the conversion of the superlative into the other degrees' apply also to the following cases.

The *eight* cases noted below correspond to the *eight* cases given under the uses of the comparative, and each of these cases should be read with the corresponding case there.

CASE I.

Comp.—The boy is *more active* than the girl.

Super.—There is no superlative form since the superlative can be used only of more than two objects.

Pos.—The girl is *not so active as* the boy.

The equality of the girl to the boy is denied, and hence the superiority of the boy is inferred.

CASE II.

Comp.—Your peon is *more intelligent* than your clerks.

This has no superlative form unless we constitute the peon and the clerks into one class or group. Thus :—

Super.—Of your peon and clerks, the peon is *the most intelligent.*

This form of expression is however inelegant.

Pos.—Your clerks are *not so intelligent as* your peon.

The conversion into the positive in this case is similar to that in Case 1.

CASE III.

Comp.—Your Head-clerk is *more careless* than your other clerks.

Here, all the objects compared obviously belong to one class or group, *viz.*, 'your clerks ;' and the superiority of the Head-clerk to all the rest in point of carelessness, is asserted.

Super.—Your Head-clerk is *the most careless* of your clerks.

See Case 1 under 'the superlative.'

Pos.—Your other clerks are not so careless as your Head-clerk.

The conversion into the positive in this case is similar to that in Case 2 as well as to that in Case 3.

CASE IV.

Comp.—The peon is *not more dishonest* than the clerk.

This means, the clerk is not less dishonest than the peon ; *i. e.*, the clerk is as dishonest as the peon, if not more.

Super.—There is no superlative form since there are only two objects compared.

Pos.—1. The clerk is *at least as dishonest as* the peon.
2. The peon is *at the most only as dishonest as* the clerk.

CASE V.

Comp.—The master is *not more intelligent* than the clerks.

Super.—Of the clerks and their master, the master is *not the most intelligent.*

The superiority of the master to his clerks in intelligence being denied, we say that he does not stand first.

Pos.—1. The clerks are *at least as intelligent* as the master.

2. The master is *at the most only as intelligent as* the clerks.

The conversion into the positive in this case corresponds to the conversion into the same degree in Case 4.

CASE VI.

Comp.—Wheat is *not cheaper than* every other food-grain in Madras.

Wheat may be cheaper than some food-grains, but it is not cheaper than all the others.

Super.—Wheat is *not the cheapest* of food-grains in Madras.

This corresponds to Case 8 under the superlative. Wheat does not stand first in point of cheapness.

Pos.—There are food-grains in Madras *at least as cheap as* wheat.

CASE VII.

Comp.—*No* son of yours is *more active than* my daughter.

This denies the superiority of every one of the sons to the daughter in activity. That some of the sons and the daughter may be equally active is admitted.

Super.—Of your sons and my daughter, my daughter is *one of the most* active.

Pos.—1. My daughter is *at least as active as* any of your sons.

2. Your sons are, some of them, *as active as* my daughter.

CASE VIII.

Comp.—*No* brother of his is *more industrious* than the eldest.

The eldest has no brother superior to him in industry.

Super.—The eldest is *one of the most* industrious of his brothers.

Pos.—1. The eldest is *as industrious as* any brother of his.

2. Some of his brothers are *as industrious as* the eldest.

III.— Conversion of the positive into the other degrees.

NOTE.—Each of the following *five* cases correspond to the *five* cases explained under the 'uses of the positive.'

CASE I.

Pos.—Kesavan is *as clever as* Raman.

Super.—When *only two* objects are compared, the superlative cannot be used.

Comp.—1. Kesavan is *not less clever* than Raman.

2. Raman is *not more clever* than Kesavan.

The inferiority of Kesavan is denied, as well as the superiority of Raman.

CASE II.

Pos.—Kesavan is *as clever as* any boy in my class.

Super.—Kesavan is *one of the most clever* boys in my class.

Kesavan's inferiority to other boys is denied; hence it means that he has equals but no superiors. See Case 2 under the *superlative.*

Comp.—1. Kesavan is *not less clever* than any boy in my class.

2. *No* boy in my class is *more clever* than Kesavan.

These forms mean that Kesavan is not inferior to any other, and that no one is superior to him. See Cases 7 and 8 under the *comparative.*

CASE III.

Pos.—Kesavan is *not so clever as* Raman.

Super.—The superlative is not used of two objects.

Comp.—1. Kesavan is *less clever than* Raman.

2. Raman is *more clever than* Kesavan.

It is denied that Kesavan is equal to Raman; *i. e.*, the inferiority of Kesavan and the superiority of Raman are asserted. See Case I under the *comparative.*

CASE IV.

Pos.—Kesavan is *not so clever as* some students of mine.

It is denied that Kesavan is equal to certain students of mine. There are some superior to him.

Super.—Kesavan is *not one of the cleverest* students of mine.

See Case 4 under the *superlative.*

Comp.—There are some students of mine *cleverer* than Kesavan.

See Case 2 under the *comparative.*

CASE V.

Pos.—*No* boy in my class is *so clever* as Kesavan.

Kesavan has no superiors; all others are inferior to him.

Super.—Kesavan is *the cleverest* boy in my class.

See Case I under the *superlative.*

Comp.—1. Kesavan is *cleverer than* every other boy in my class.

2. Every other boy in my class is *less clever* than Kesavan.

Kesavan is superior to every one else, and all others are inferior to him.

See Case 3 under the *comparative.*

SEC. III.—EXERCISES.

Change the superlative into (a) the comparative, (b) the positive, in Exercises 1—24:—

CASES I and II.

1. I think our country the most virtuous in Europe.
2. The most majestic of the palm tribe is the Talipat.
3. The Talipat is one of the most majestic trees.
4. Raman is the worst boy in my class.
5. Raman is one of the worst boys in my class.
6. He was one of their ablest officers.
7. He was one of the most consummate scoundrels of that age.
8. Thou art the highest in dignity and power.
9. It is now the richest and most highly civilized part in the world.
10. This village produces the finest cherry in the world.
11. It is one of the greatest wonders of the world.
12. Of all foreign tongues, the English language is that which would be the most useful to our native fellow-subjects.
13. Thus was dissolved one of the best companies that ever marched under command.
14. The northern part of Germany is one of the best governed and most prosperous regions of Europe.
15. The letter of Henry to the Pope was couched in the most arrogant and insulting terms.
16. But O! of all delightful sounds
    Of evening or of morn,
    The sweetest is the voice of love
    That welcomes his return.

CASES III and IV.

17. He is not the best clerk in my office.

18. Cuddalore is not one of the most populous towns in my division.

19. House-rent is not the largest item of my expenditure.

20. You are not one of my most peevish friends.

21. The water of this tank is not the worst specimen of their drinking water.

22. Corrupt and oppressive as this magistrate is, he is not one of the most heartless executive officers we have.

23. He is not the ablest officer we have had.

24. This is not the cheapest bargain we struck this day.

Change the comparitive into the positive in Exercises 25–44:—

CASES I and IV.

25. The improvement of the mind is more effectually promoted by the study of a few well-chosen books than by the hasty perusal of a whole library.

26. Industry combined with average intelligence is generally more successful than superior intelligence without industry.

27. Their power of endurance was no less remarkable than their gallantry.

28. They understand the art of war better than we do.

29. The people are now worse fed than when they were fishers.

30. The Lazzaroni are not in a happier situation than the English Commonalty.

31. His blood was a more certain declaration of war than his dethronement.

32. It is not more true that emigrants, generally speaking, consist of individuals in the prime of life, than that they are the most active and vigorous of that age.

33. Children are more numerous in the back settlements of America than in the Maritime States.

34. The fecundity in towns of fewer than 3,000 inhabitants is much greater than the average fecundity of the kingdom.

35. The Government of Louis XVI was certainly a much better and milder form of Government than that of Loius XIV.

36. To the mind, it will be found more nutritious to digest a page than to devour a volume.

CASES II and V.

37. He is taller than his brothers.

38. Let the truth be dearer to your mind and heart
Than the richest prizes of the mint or mart.

39. Religion is more precious than all that this earth can afford.

40. In the thinly peopled states the number of children bears a greater proportion to the number of grown-up people than in the old states.

41. His honesty is not greater than his ignorance.

42. The articles of consumption are dearer in Madras than in mofussil towns.

43. One can command greater conveniences in Madras than in a mofussil town.

44. The proprietor is not more trustworthy than his clerk.

Change the comparative into (a) the superlative, (b) the positive, in Exercises 45—63:—

CASES III and VI.

45. The fleet now collected at Spithead was stronger and prouder than any that had yet floated in English waters.

46. Mr. M. is richer than any other native of the Tanjore District.

47. Mr. A. is not richer than every other native of Tanjore.

48. Dasaratha loved Rama more than any other of his children.

49. Lechelle was not more capable than others.

50. Tanjore is more densely peopled than any other southern district.

51. Mr. Mill is more distinguished than all other utilitarian philosophers, the illustrious founder of that sect excepted.

52. There is more litigation in Madura than in any other southern district.

53. The Hindus are not less loyal than other subjects of Her Majesty.

54. The Cauveri is considered more holy than any other river in the Madras Presidency.

55. He is better off than his brothers.

(Matric. 1875.)

CASES VII and VIII.

56. Nothing is more common than the passage of a crow across the room lifting on wing some ill-guarded morsel.

57. No other part of the world affords a more difficult or dangerous piece of navigation than the approaches of the northern coasts of the United States in winter.

58. Nothing is more certain than that religion is the basis on which Civil Government rests.

59. There is not one in Tanjore richer than Mr. A.

60. Nothing is more certain than that emigration is universally supplied by single persons in the beginning of mature life.

61. Nothing can be more obvious than the explanation of this phenomenon.

62. No education is more necessary to success than the acquirement of virtuous dispositions and habits.

63. No room in the school is better ventilated than the laboratory.

Change the positive into the comparative in Exercises 64—73:—

CASES I and III.

64. He is at least as tall as his brothers.

65. My own misfortunes are not so nigh my heart as yours.

66. Their eulogy was as applicable to you as to me.

67. We are as brave as they are.

68. The father's difficulties are not so great as the son's.

69. The master is as tyrannical as his agent.

70. Johnson has sinned in this way at least as grievously as Shakespeare.

71. It is not so important that the court below should be constituted on sound principles as that the court above should be so constituted.

72. The fecundity in towns of between 3,000 and 4,000 inhabitants is at least as great as the average fecundity of the kingdom.

73. The liberties of the people were at least as much respected by Charles I as by Henry VIII.

Change the positive into (a) the superlative, (b) the comparative in Exercises 74—91:—

CASES II and IV.

74. Under their absolute monarch, they are as well-governed as any people in Europe.

75. Charette was as extraordinary a man as any of the Vendee heroes.

76. The war in La Vendee is as interesting a struggle as any in history.

77. I am as honorable a man as any in the empire.

78. This victory was as decisive as any that they had gained.

79. They were as a nation not so civilized as some other nations in ancient history.

80. This feat of the gymnast is not so amusing as some other feats of his.

81. The results produced this year are not so good as those of some of the previous years.

CASE V.

82. No friend is so welcome as a friend in need.

83. No animal is so fierce as the tiger.

84. No student of mine is so attentive as John.

85. We can conceive nothing so odious as these disturbances.

86. Nowhere has the aristocratic principle shone with so beneficent a lustre.

87. There is not, and there never was, on this earth a work of human policy so well deserving of examination as the Roman Catholic Church.

88. No country ever stood so much in need of a code of laws as India.

89. There never was a country in which the want might so easily be supplied.

90. None are so badly off as they.

(Matric. 1875.)

91. No such calamity had happened before.

(Matric. 1880.)

CHAPTER VII.

INTERCHANGE OF DIRECT AND INDIRECT SPEECH.

SEC I.—DIRECT AND INDIRECT FORMS.

The forms appropriate to *direct* and *indirect* speech are not easily grasped by Hindu students. Special care has therefore been taken to give exhaustive rules for the interchange of

these two forms of speech and enough exercises bearing on the principal rules. There is no 'indirect form of speech' in our vernacular languages; and hence arises the difficulty of distinguishing between the two forms of speech. The most ridiculous errors are often committed in conversation and composition in consequence of an ignorance or neglect of this distinction. It is true that *universally* applicable rules cannot be framed so as to make the process mechanical. The following rules will however be found as complete as possible. These rules * should first be applied and the passage converted into the indirect form. The student's knowledge of English should then enable him to see if the passage thus converted reads well as a whole; and if it does not, he ought to modify it a little and make it idiomatic, without paraphrasing it.

Once, the Municipal Commissioners of Lahore presented an address to Lord Ripon; and Lord Ripon replied :—

"Gentlemen of the Municipality of Lahore, I am grateful to you for the address which you have delivered to me."

This speech has, at the time at which it was made or subsequently, to be reported by one person to another. This report may be made in the very words of the speaker or otherwise.

When the speech is reported in the very words of the speaker, it is said to be reported in the *direct* form.

When the speech is reported in other than the very words of the speaker, it is said to be reported in the *indirect* form.

The speech may be reported in the *direct* or the *indirect* form in the following eight ways, The report may be made :—

1. By the Viceroy to the Commissioners of Lahore.

   Dir.—I told you : "I am grateful to you for the address which you have delivered to me."

   Indir.—Addressing you; I said that I was grateful to you for the address which you had delivered to me.

2. By the Viceroy to one of the audience.

   Dir.—I told the Municipal Commissioners of Lahore : "I am grateful to you, &c."

   Indir.—Addressing the gentlemen of the Municipality of Lahore, I said that I was grateful to them for the address which they had delivered to me.

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* These rules for the conversion of the direct into the indirect form of speech were first framed and published by the author in his notes on the Fifth Reader; and having been found to suit, they are given here with improvements.

3. By the Commissioners to the Viceroy.

Dir.—You told us: "Gentlemen of the Municipality of Lahore, I am grateful to you, &c."

Indir.—Addressing us, you said that you were grateful to us for the address which we had delivered to you.

4. By the Commissioners to one of the audience.

Direct.—The Viceroy told us: "Gentlemen of the Municipality of Lahore, I am grateful to you, &c."

Indir.—Addressing us, the Viceroy said that he was grateful to us for the address which we had delivered to him.

5. By one Commissioner to another Commissioner.

This is the same as in Case 4.

6. By an outsider to the Viceroy.

Dir.—You told the Municipal Commissioners of Lahore: "Gentlemen of the Municipality of Lahore, I am grateful to you, &c."

Indir.—Addressing the gentlemen of the Municipality of Lahore, you said that you were grateful to them for the address which they had delivered to you.

7. By an outsider to the Commissioners.

Dir.—The Viceroy told you: "Gentlemen of the Municipality of Lahore, I am grateful to you, &c."

Indir.—Addressing you, the Viceroy said that he was grateful to you for the address which you had delivered to him.

8. By one outsider to another outsider.

Dir.—The Viceroy told the Commissioners of Lahore: "Gentlemen of the Municipality of Lahore, I am grateful to you, &c."

Indir.—Addressing the gentlemen of the Municipality of Lahore, the Viceroy said that he was grateful to them for the address which they had delivered to him.

NOTE 1.—The last is the most usual form of what is called 'the indirect form of speech,' and is the form most easy to grasp.

NOTE 2.—The latter part of each of the above eight cases, *viz.*, the speech in the indirect form, can be understood only after a careful study of the rules given below.

NOTE 3.—The speech that is reported is called the **reported speech**; in this case it is the Viceroy's speech. The person that makes the report is called the **reporter**; the person to whom the report is made is called the **reportee**, and the verb to the reporter is called the **reporting verb**. For instance in Case 1, the Viceroy is the *reporter*, the Commissioners of Lahore are the *reportees*; and the verbs *told* and *said* in 'I told you' and 'I said' respectively are the *reporting verbs*.

NOTE 4.—It will be observed that in these eight cases, the reporting verb, in the direct as well as in the indirect form, is in the *past tense*. But it may also be in the *present tense*. In the *direct* form the reporting verb may be put in the present tense, in which case the remaining part of the speech may stand as it is. In the *indirect* form, if the reporting verb be put in the present tense, all the verbs in the speech will remain as they are in the direct form. For instance, taking the last case, the indirect form would be: Addressing the gentlemen of the Municipality of Lahore, the Viceroy says that he is grateful to them for the address which they have delivered to him.

SEC. II.—RULES FOR TURNING THE DIRECT INTO THE INDIRECT FORM.

I.—Omit the quotation marks.

II.—Prefix the conjunction *that*, if the reported speech be an *assertive* sentence.

Dir.—I say: "I am a student of the 6th class."
Indir.—I say *that* I am a student of the 6th class.

III.—Change the tenses of the verbs in the reported speech so as to make them correspond to the tense of the reporting verb. Care ought to be taken that the *sequence* of tenses is observed.

a. If the reporting verb be in the *present* tense, do *not* make any change in the tenses of the verbs in the reported speech.

Dir.—I say: "I *was* a student of the 5th class."
Indir.—I say that I *was* a student of the 5th class.
Dir.—I say: "I *went* yesterday."
Indir.—I say that I *went* yesterday.

b. If the reporting verb be in the past tense, change the *present* tenses in the reported speech *into the past tenses*, the *past* and *perfect* tenses into the *pluperfect tenses*, and the auxiliaries *may*, *can*, *shall*, and *will* into *might*, *could*, *should*, and *would*.

Dir.—I said: "I *am* reading."
Indir.—I said that I *was* reading.
Dir.—I said: "I *have* not *forgotten* it."
Indir.—I said that I *had* not *forgotten* it.
Dir.—I told you: "I *will relate* all that *occurred* before your arrival."
Indir.—I told you that I *would* relate all that *had occurred* before your arrival.

Exception 1.—The past tense ought not to be changed into the pluperfect unless it denotes an action completed before some other past action, *e.g.* :—

Dir.—I said : " It *was* quite impossible that such an idea could ever have come into my head."
Indir.—I said that it *was* quite impossible that such an idea could ever have come into my head.
Dir.—I told the king : " It *was* not I who *uttered* harsh words."
Indir.—I told the king that it *was* not I who *uttered* harsh words.

Exception 2.—If the reported speech be a fact that is true as well in the present as in the past, do not change the tenses of the verbs in the speech, *e.g.* :—

Dir.—He said : " Columbus *discovered* America."
Indir.—He said that Columbus *discovered* America.
Dir.—The lecturer said : " Fever *produces* thirst."
Indir.—The lecturer said that fever *produces* thirst.

Some are however of opinion that it is more necessary to observe the sequence of tenses than this rule. They say that the correct form is : The lecturer said that fever *produced* thirst.

Exception 3.—If the reported speech be a universal truth, do *not* change the tenses of the verbs, *e.g.* :—

Dir.—He said : " Man *is* mortal."
Indir.—He said that man *is* mortal.

c. Change *shall* into *will*, *should*, or *would*, and *will*, into *shall should*, or *would* according to the rules regulating their use and the sequence of tenses.

IV.—Change the person of every noun and pronoun in the reported speech so as to make them correspond to the person of the subject to whom it refers.

a. Change all nouns and pronouns that refer to the *reporter* or *reporters* into *pronouns* of the *first person.*

Dir.—The minister, addressing the king, said : " It is very simple in your majesty to believe all that I and my colleagues say to you."

In the indir. form as reported *by the minister* to an outsider.	*I* told the king that it was very simple in his majesty to have believed all that *I* and *my* colleagues said to him.
Do. as reported *by the king* to an outsider.	The minister told *me* that it was very simple in *me* to have believed all that he and his colleagues said to *me*.

b. Change all nouns and pronouns that refer to the *reportee* or *reportees* into *pronouns* of the *second person.*

The speech given above may be put in the *indirect* form.

As reported by an outsider *to the king.*	The minister told *you* that it was very simple in *your* majesty to have believed all that he and his colleagues said to *you*.
As reported by an outsider *to the minister.*	*You* told the king that it was very simple in his majesty to have believed all that *you* and *your* colleagues said to him.

c. Put in the *third* person all nouns and pronouns that refer NEITHER to the *reporter* NOR to the *reportee*.

In the first example under rule (*a*) the king is neither the reporter nor the reportee; hence all words referring to the king are in the *third* person; and in the second example, words referring to the minister are, for the same reason, in the *third* person. For the same reason, words referring to the minister in the first example and those referring to the king in the second example under rule (*b*) are in the *third* person. The speech, if reported by one outsider to another outsider, will be :—The minister told the king that it was very simple in *his* majesty to have believed all that *he* and *his* colleagues said to *him* (the king).

V.—Change the nominative of address into the object of the reporting verb or into the object of the participle *addressing*.

Dir.—Krishnan said: "Rama, I have been advised to buy a copy of that book."

Indir.—Krishnan *told Rama* that he had been advised to buy a copy of that book. *Or, addressing Rama,* Krishnan said that he had been advised to buy a copy of that book.

VI.—Change the imperative and optative moods into infinitives depending on the reporting verbs or into noun clauses; change the reporting verb into *tell*, *order*, or *command* if the reported speech expresses an order, into *beg* if it expresses a request, into *pray* or *wish* if it expresses a prayer.

Dir.—He said: "Old man, *sit* down."
Indir.—He *requested* the old man *to sit* down.
Dir.—Betty said to her servant Mary: "*Run*, Mary, and *fetch* his honor some fresh whey."
Indir.—Betty *ordered* her servant Mary *to run and fetch* his honor some fresh whey.

Dir.—John said to James: "Pray *hear* me but for a moment."
Indir.—John *entreated* James *to hear* him but for a moment.
Dir.—He said to John: "May God bless you."
Indir.—He prayed *that God might bless John*. Or, He prayed God *to bless* John.

VII.—If the reported speech be an interrogative sentence, change it into a noun clause beginning with *if* or *whether*, and the reporting verb into *ask* or *inquire*, and make the noun clause the object of the reporting verb. Note that when it is changed into the noun clause, the order of words should be as in assertive sentences.

Dir.—He said: "Rama, are you well?"
Indir.—He *asked* Rama *if he was well.*

VIII.—If the reported speech be an interrogative sentence beginning with the particles *when*, *where*, *whither*, *whence*, *how*, *why*, *&c.*, change it into a noun clause beginning with the same particles, and the reporting verb into ask, and make the noun clause the object of the reporting verb. Note that the order of words in the noun clause should be as in assertive sentences.

Dir.—He asked Rama: "*When* did you return?"
Indir.—He asked Rama *when* he returned.
Dir.—He asked Rama: "*Where* did you go?"
Indir.—He asked Rama *where* he went.
Dir.—He asked Rama: "*How* did you work it?"
Indir.—He asked Rama *how* he worked it.

IX.—If the reported speech be an exclamatory sentence, convert it into an assertion without altering its meaning, make it the object of the reporting verb, changing the reporting verb into *exclaim*.

Dir.—Addressing Rama, Krishnan said: "How unlucky you are!"
Indir.—Addressing Rama, Krishnan exclaimed that he was very unlucky.
Dir.—Harry said: "What an amazingly large tree it is! How wide its branches spread!"
Indir.—Harry exclaimed what an amazingly large tree it was and was astonished to remark that its branches spread so wide.
Dir.—Alfred said: "How retired is everything in that little spot!"
Indir.—Alfred exclaimed how retired everything was in that little spot.

X.—Omit exclamatory expressions, expressions of courtesy, &c., as they are peculiar to the direct form, or when it is possible, express their effect by adverbial or other expressions.

Dir.—"Well!" She eagerly enquired, "how did it end?"
Indir.—She eagerly inquired how it ended.

Dir.—" Alas !" cried Love-Truth, " must I then continue my journey farther ?"
Indir.—Love-Truth piteously inquired if then he must continue his journey farther.
Dir.—" Alas !" cried both of them, " Alas, that we cannot."
Indir.—Both of them exclaimed in mournful tones that that they could not.
Dir.—" Oh fie " Oh fie !" exclaimed the magistrate.
Indir.—The Magistrate repeatedly cried *fie* upon him.

XI.—Change words and phrases denoting *nearness* of time or place into those expressing a *farther* relation of time or place : *now* into *then*, *this* into *that*, *here* into *there*, *to-day* into *that day*, *yesterday* into *the previous day*, *to-morrow* into *the next day*, &c.

XII.—Ellipsis will have to be supplied when turning the direct into the indirect form of speech.
Dir.—" Oh, pray, sir, one word," said Baptiste.
Indir.—Baptiste prayed leave to speak one word *or*, Baptiste prayed him to hear one word.
Dir.—" But if you had thought of it ?" inquired the Parisian.
Indir.—The Parisian inquired what he would have done if he had thought of it.

SEC. III.—EXERCISES.

ON RULES I TO IV.

Re-write the following in the indirect form of speech :—

N. B.—It is implied that the reporters as well as the reportees are strangers :—

1. " For the first time in my life" said Love-Truth, " I have been kindly treated because I spoke the truth."

2. " It is important," said the host to the boy, " to be able to distinguish them, in order to be on one's guard against the bad ; and I advise you to do so when you shall resume your journey, or, it will be worse for you."

3. " I see that you know the history," said M. Cenani to Madame Colbert, " but as you have probably heard it from your son, his modesty has undoubtedly left you ignorant of that which has most delighted me."

4. " I know it, sir," said M. Cenani to Colbert, " the shop-boy told me so ; and on that account I determined to come here and to ask you, since you have already suffered your child to enter into trade, if it would suit you to place him, honest and honourable as he is, in our banking-house, where in a larger sphere he must make his fortune."

5. When dying, he said to Lewis XIV: "I owe everything to you, sire, but I think that I acquit myself in some degree to your Majesty in giving you Colbert.

ON RULE IV.

N. B.—The reporters and the reportees are given in each case.

6. The King told the Captain: "That girl is my only child and you, since you are her husband, will be the heir to my crown."

Re-write the above in the indirect form of speech as reported by

(*a*) The king to the captain
(*b*) The king to his daughter.
(*c*) The king to his wife.
(*d*) The daughter to the king.
(*e*) The daughter to the captain.
(*f*) The captain to the king.
(*g*) The captain to the daughter.
(*h*) The captain's father to his wife.

7. The king, addressing Love-Truth, said: "What I wish to say further to you is, that I love my only daughter more than all the world."

Re-write the above in the indirect form of speech as reported by

(*a*) The king to Love-truth.
(*b*) The king to his daughter.
(*c*) Love-truth to the king.
(*d*) Love-truth to the princess.
(*e*) The princess to the king, and
(*f*) The princess to Love-truth.

8. "My father is not a woollen-draper, sir," said Colbert to M. Cenani, "It is to relieve my family of the burden of my support that I became apprentice to my god-father M. Certain.

Re-write the above in the indirect form of speech as reported by

(*a*) Colbert to M. Cenani.
(*b*) Colbert to M. Certain.
(*c*) Colbert to his father.
(*d*) M. Cenani to Colbert.
(*e*) M. Cenani to Colbert's father.
(*f*) M. Cenani to M. Certain.
(*g*) M. Certain to Colbert.
(*h*) M. Certain to Colbert's father, and
(*i*) M. Certain to M. Cenani.

9. The daughter addressing the father said: "Please send for that beggar that we may find out how the ring came into his hand."

Re-write the above in the indirect form of speech as reported by

(*a*) The daughter to the father.
(*b*) The daughter to the beggar.
(*c*) The daughter to her mother.
(*d*) The father to the daughter.
(*e*) The father to the beggar, and
(*f*) The father to his minister.

10. The engineer said to Jervas : "I shall not let the overseer turn you out of work as he wants to do, because you are lame and weak and are not able to do much."

Re-write the above in the indirect form of speech are reported by

(*a*) The engineer to Jervas.
(*b*) The engineer to the overseer.
(*c*) Jervas to the engineer.
(*d*) Jervas to the overseer.
(*e*) The overseer to the engineer, and
(*f*) The overseer to Jervas.

Re-write the following in the indirect form of speech :—

N. B.—Wherever no special mention is made about the reporter or the reportee, take both of them to be strangers, and as for the person of the nouns and pronouns in the reported speech, apply rule IV. (*c*.)

ON RULES V AND VI.

11. He said : "Please, brothers, ask your captain if he would give me the slaves for ready cash."

12. "Find out these thieves for me ;" said the Caliph, "or with your own head pay the penalty of the crime."

13. "Do tell me," said the boy to them, "Come down, I beg of you."

14. "Heaven help me !" cried Love-truth.

15. The goddess of Truth addressed him in these words : "Go thou forth into the world, withstand evil ; do good ; and thou shalt be happy all your life.".

16. "Do not believe," said he to the king, "that it was spilt through the awkwardness of the attendants ; God forbid that it should be so wasted."

17. "Ah, Your Majesty," he sputtered out, "do not place any confidence in what I was saying."

18. "God be praised," he cried, "that it is all a dream and that I have not told the lie."

19. The king said : "Herald, make proclamation of this joyous event throughout the land."

20. "Oh, never mention it, your honor," rejoined Mr. Jonson, "I am always too happy to walk with a gentleman of your 'common sense.' Farewell, sir, may we meet again."

ON RULES VII AND VIII.

21. "Please excuse me this time, sir," said Raman to his master, "may I go home and bring it ?"

22. "Ah, my good friend," said he, "have we not met somewhere before now ? Can it have been in my dream, and not far from old Nicholas ?"

23. "What is this," cried the magistrate, "what words are those which are forcing themselves into my mouth, and which I cannot restrain?"

24. "Do you know how to write, my little friend?" said he to Baptiste.

25. "What brings you here? What do you want? I paid you; did I not?" asked the banker turning to Baptiste.

26. Sophia said to her father: "Is not that very strange? If they were created to live and be happy, why should they be destroyed so fast?"

27. Arthur said to his brother: "Was not Peter a great man? What was Alexander the Great? Must not great men be good men too? After all, is it not better to be a good man than a great one?"

28. A cry of astonishment broke from the lips of Colbert's parents, who asked him, "What is the matter? Why have you left the shop on a week-day? Is your god-father ill? or are you—speak—what is the matter?"

ON RULES IX AND X.

29. "No, no," said Love-truth, "I shall not say that; for it would be a falsehood."

30. "Ah, my poor young man," cried Falsehood, "You, Love-truth, to be ordered away!"

31. "Well," said Falsehood, "after all, it is only once in your life; and then how much depends upon it!"

32. *Robber*: "I am a Thracian and a soldier."

Alexander: "A soldier!—a thief, a plunderer, an assassin! the pest of the country!"

33. "How much does your father still surpass you in wisdom!" cried Mentor.

ON RULES XI AND XII.

34. "Yes, Your Majesty;" said he, "the wine which I bought for you is no longer to be had."

35. "Suppose I were to make you a present of this money that you have returned to me with such admirable integrity?" said the banker to Baptiste.

36. *Lucy*: "O mamma! how frightened I was when he took out his lancet! Did it not hurt you a great deal?"

Betty: "No, very little, and if it had, it was to do me good, you know."

37. *Alfred*: "How refreshing is this sweet new milk and this wholesome bread!"

38. *Betty*: "She is not my own daughter, though she is as good as one to me."

Landlord: "Some relation, then, I suppose?"

Betty: "No, sir, none at all."

Landlord: "Who is she then?"

MISCELLANEOUS.

39. *Master*. "Where do you live?" *Raman*. "Close by, sir." *Master*. "How far away?" *Raman*. "About a quarter of a mile off, sir." *Master*. "Very well. Run and be back soon." *Raman*. "Thank you, sir, I shall be back directly. I shall not be gone more than ten minutes."

40. *R*. "What o'clock is it?" *K*. "Very nearly four o'clock. School will be over directly." *R*. "How hard it is raining! Will you let me walk home with you?"

41. "Am I to make any abatement, god-father?" asked Baptiste. "Abatement!" cried the woollen-draper, "Not a farthing. The full price and ready money; not a penny less, remember."

42. "Perhaps so, Baptiste, my good lad;" said Moline, "but I am afraid you are a little too much given to forgetfulness; but no doubt you will do well in time. Come, cheer up; here is the hotel."

43. "Stay a moment, one moment!" cried Cenani to Baptiste, who was retiring with a bow, "do you know that I am no judge of cloth myself?" "I can assure you, sir, that this piece of cloth is not worth more than eight crowns." Smiling at his simplicity, the young banker continued: "And you might have easily kept the money for yourself." "I never thought of that, sir," replied Baptiste, with artless simplicity. "But if you had thought of it?" again inquired the elegant Parisian. "It was quite impossible, sir, that such an idea could ever have come into my head."

44. "What right have I to it, sir? and why should you give it to me? I would not take it, sir," said Baptiste without hesitation. "You are a fine fellow, and an honest fellow," said the young banker, going towards Baptiste and taking him by the hand; "you are fine a fellow and an honest fellow," repeated he, "what is your name?" "Jean Baptiste Colbert, at your service," replied Baptiste. "And how old are you, Baptiste?" "Fifteen, sir."

45. "Poison the springs," said he writing to Kleber, "poison bread, and toss it about where it may tempt the voracity of the starving wretches; kill them with doses of arsenic; it will be neater and less expensive."

46. "Do you hear" cried the magistrate in a rage, "do you hear what the little rascal says? Is it possible that audacity could go to such a length?"

47. "And would you be so good as to keep it safe for me?" asked Love-truth. "You may depend upon me," said Falsehood. "And will you promise not to make any bad use of it?" added Love-truth. "I will not touch it even once," replied his companion.

48. "Have mercy on me!" cried Love-truth, "this is the consequence of telling a lie! All my life-long I shall continue to grow, stuck fast upon this tree, a laughing-stock for the whole world, and an object of remorse to myself! How shall I ever endure it? But I have deserved it richly; why did I allow myself to be seduced?"

49. The young king took the paper and reading it said, "Old man, sit down. To-day I am king; but if I were a beggar, I would fulfill my word and acknowledge my signature. Therefore we will divide all that I have."

50. *A.* Good-morning. Are you appearing for this examination? *B.* Alas! No. I have been in bad health for some time. *A.* Indeed! I am sorry to hear this. Have you given up all thoughts of ever appearing? *B.* Certainly not. How can I hope to secure a footing in Government service without passing an examination? *A.* In Government service? Not easily. Try to get strong and be ready for the next examination.

51. My teacher said to me: "Now, Ramiah, I must punish you; but if you had only said to Govindan whom you struck, 'I am sorry I struck you,' you might have shewn that you really repented and have rendered punishment superfluous.

[*As reported by* (*a*) *the teacher to Govindan,* (*b*) *Govindan to Ramiah, and* (*c*) *one stranger to another stranger.*]

52. She approached him and said:—"Ungrateful man! I saved your life by admitting you into my palace; and in return you steal my roses, which I value more than anything else. Know you not that with your life only you can atone for your fault? Prepare then to die."

53. *Saint.*—'Tell me what brings you, gentle youth, to Rome.'
Youth.—'To make myself a scholar, sir, I come.'
Saint.—'And when you are one, what do you intend?'
Youth.—'To be a priest, I hope, sir, in the end.'
Saint.—'Suppose it so; what have you next in view?'
Youth.—'That I may get to be a canon too.'

54. *Farmer.*—I have caught you now, you rogue, I will hang you. *Fox.*—Why? *Farmer.*—For stealing my geese. *Fox.*—It is the way of our family. *Farmer.*—It shall be your way no longer; you shall be hanged; you are a rogue. *Fox.*—No, no, neither rogue nor fool. At any rate, have patience with me. *Farmer.*—Well, what then? *Fox.*—Give me my share, and I will not touch yours hereafter. *Farmer.*—Your share! no. *Fox.*—Then take and teach me; who knows but I may improve? *Farmer.*—Nonsense, you animals never do change your ways.

(Matric. '74.)

55. "Will you help me against a wild boar that has insulted me?" asked a horse of a man. "I will gladly do so," replied the man, "but I shall afterwards require your services, and you will have to go home with me." "I thank thee," said the horse, "but I see that revenge may cost more than it is worth and I will not therefore accept of your kindness."

(Matric. '75.)

56. "Come hither, come hither," the sheriff said,
"Ask what thou wilt of me;"
"O, I will none of thy gold," said Robin,
"Nor I will none of thy fee.

But now I have slain the master," he says,
Let me go strike the knave;
Nor is this all the reward I ask.
Nor no other will I have.

(Matric. '76.)

57. *A.* Good-morning, how do you do? *B.* Pretty well, sir, thank you; but these are hard times. *A.* Yes to be sure, they are; but we have all to do the best we can. If you have not employment, you had better get some. *B.* Willingly; and if you hear of any one who can help me, please let me know. *A.* Suppose I help you; it is not for you to say what you will or what you will not do; it is for you to do what I will. *B.* Certainly. *A.* Mind, as soon as you begin to grumble, you leave my service.

(Begin with 'A *met* B,' *when* A *began by, &c.*)

(Matric. '77.)

58. "Indeed, son" replied the mother seriously, "I cannot help telling you that you have forgotten yourself. Besides, if you really mean to put this resolution of yours in execution, I do not see whom you can get to venture to propose it for you." "You yourself," replied he immediately. "I go to the Sultan!"

answered his mother amazed: "I shall take care how you meddle in such an affair. Why, who are you, son," continued she, "that you can have the assurance to think of your Sultan's daughter?"

(Matric. '79.)

59. I believe we march in three columns on Wednesday, the the 12th. The Bala Hissar is to be spared; but the troops are now destroying the Grand Bazaar. Futteh Jung is coming with us; but Shahpoor is, I believe, fool enough to remain. Mahomet Akbar will, I suspect, be here within a week of our departure; but this is merely my own opinion; for I have nothing to do with politics at Cabul, and am simple commander of 500 Lahore troops, who (tell A) have behaved very well.

(Matric. '81.)

60. At a reception, Mr. Nasmyth was introduced to Cardinal Manning as 'the Steam Hammer.' After a cordial greeting, the Cardinal said suddenly. "But you are also the man in the moon?" "Yes, your Eminence, I have written a book about the moon; and I shall be glad if you will accept a copy." (Write the above from after 'the Cardinal said suddenly' in the indirect form).

(Matric. '83.)

61. Meeting John yesterday, I said to him; "Have you prepared the special lesson which your teacher prescribed last week?" He replied, "You must remember that I was absent from the class last week." "In that case," said I, "You should have asked your class-fellows, on your return to school, what lessons had been appointed." I added, "You should learn not only to do what you are ordered to do, but to think about your duty for yourself and to take pleasure in doing it."

(Matric. '84.)

62. A gentleman came by and said "What a fine large melon! I think I must buy it. What do you ask for it, my boy?" "That melon is the last I have, sir; and though it looks very fine, there is an unsound spot on the other side," said the lad turning it over. "So there is," said the gentleman, "I think I'll not take it. But," he added, "is it business-like to point out the defects of your goods to your customers?" "Perhaps, not, sir; but it's better than being dishonest," said the boy modestly.

(Matric. '85.)

SEC. IV.—THE CONVERSION OF THE INDIRECT INTO THE DIRECT FORM OF SPEECH.

This process is merely the converse of the above. The answers to the last 62 questions will form fit exercises for conversion into the direct form.

EXERCISES.

Re-write in the direct form of speech:—

63. John asked James how old he was. James replied that he was just sixteen.

64. Mr. A said that it was hardly necessary for him to mention why they had met, and that that was not the first time they had met to do honor to Lord Ripon.

65. The master of the house advanced to meet him and asked him what he wanted; and when his meal was finished, the man asked him who he was and whither he was bound.

66. He begged her to explain herself more distinctly, and to tell him explicitly of what prince she was speaking.

67. The servant placed several suits of clothes before him, telling him that his master had given orders that he should select one for himself from among them.

68. Love-truth demanded of them that, in the presence of his attendants and of the inhabitants of the village, they should publicly declare his innocence.

69. Love-truth told me that he did not himself exactly know, but that the punishment cannot have been a trifle, for when he had left the village, and was on his way to overtake the king, he heard a loud cry of pain behind him such as would bespeak very rough treatment indeed.

70. The demon told him that though a curse had been incurred, and the city might not stand long, yet out of regard for him, it should flourish for three generations.

71. The old man gave his half to the king, telling him to take it. For he was not a man, but an angel from God. He had been sent by God to save him for the sake of his good deeds.

72. He said he supposed his reason was that night a little clouded with the dose he had taken. (Beginning with, 'I suppose.')

73. The good-natured king told him he had been a little hasty when he saw him last, but that he did not mean all that he had said. He had since calmly considered the matter, he said, and was now convinced that Love-truth was not responsible for what princess Roseleaf had said; and for ordering him to be gone, he had entirely forgotten it.

74. Saladdin declined this honor saying he had no ambition, he was perfectly happy in his present situation, and that, when this was the case, it would be folly to change, because none can be more than happy.

75. The Sultan ordered him to speak his mind freely; where-upon the vizier stated it as his opinion that people were often led to believe others fortunate or unfortunate, merely because they knew only the general outline of their histories and were ignorant of the incidents and events in which they had shewn prudence or imprudence.

76. Smiling, he desired him not to dispute it then in the public street but to come in and refresh himself; they could consider the question afterwards at leisure.

77. The banker said that it was but just that he who had saved their lives should share their festivity. The banker asked Saladdin to come there on the birthday of his Fatima, promising to place him in a balcony which overlooked the garden.

78. The Cadi asked the woman to give him her ass and the sack for a short time and follow him at a distance. Adding that he had some influence with the Caliph, he inquired where the Caliph was just then. The widow replied that the Caliph was just then in the land which she had formerly called hers, but first desired to know what he wanted to do with the ass.

79. Columbus told him in reply that he rejoiced to hear his doctrine respecting the future state of the soul, having supposed that no belief of the kind existed among the inhabitants of those countries; that he had been sent among them by his sovereigns to teach them the true religion and to subdue their enemies the cannibals, that, therefore, all innocent and peaceable men might look up to him with confidence as an assured friend and protector.

80. The young officer said that he was as old as the prime minister of England and thought himself as capable of commanding a ship as that minister was of governing the state.

81. King James told his officers it was impossible that gentlemen, who had served in such honorable posts as formerly they had enjoyed, and lived in such great plenty and ease, could ever undergo the fatigue and hardships of private sentinels' duty. Again, that his own first command was a company of officers, whereof several died; others, wearied with fatigue, drew their discharges; till at last it dwindled into nothing, and

he got no reputation by the command; therefore he desired them to insist no more on that project.

82. When the governor surrendered the town, he inquired of the mareschal what countrymen those grenadiers were; and assured him that it was on their account he delivered up the town, because they fired so hotly that he believed they were resolved to attack the breach.

83. He thanked them for their good services in the trenches, and freely acknowledged that it was their conduct and courage which compelled the governor to give up the town; and assured them he would acquaint his master whith the same.

84. The Scotch officers desired Captain John Foster, their commander, to beg of the Marquis that they might have liberty to attack the Germans in the island; who told Captain Foster, when the boats came up, they should be the first that attacked. Foster thanked the Marquis, and told him they could make into the island, who shrunk up his shoulders, prayed God to bless them, and desired them to do what they pleased.

85. It was no insignificant affair, he told them, this Vendee insurrection. The peasants, he said, were brave, and fought with the enthusiasm of fanatics who believed death in the field to be a passport to heaven. He complained, too, of the miserably ill-provided state of his army, and of the cowardice of the new recruits, who, he said, would not stand fire.

86. They told him that it would not be possible to continue under arms, for all the posts were in the hands of the enemy; the stock of ammunition was exhausted; and to crown the evil, the peasants, unaccustomed to be long absent from home, were bent upon disbanding.

87. He asked the citizens if they had the heart to let slip such a fine opportunity of laying their boots and their shoes on the altar of their country.

88. The merchant begged the young man to pardon him the liberty which he took in asking him how it happened that he always made use of his left hand and never of the right. Some accident surely, said he, had happened to it. The young man drew out his right arm from his robe, when, the merchant saw, to his utter astonishment, that his hand was cut off. He then said to the merchant that he was no doubt much shocked at seeing him eat with his left hand, but he would now see that he could not do otherwise. The merchant asked him if he might inquire how he had had the misfortune to lose his right hand.

(**Matric. '82.**)

89. A stole B's horse. B complained to Magistrate. A, B, and horse appeared before Magistrate. B insisted that horse was his. Magistrate unable to decide. B asked permission to prove horse to be his. Permission granted. B threw cloth over horse's head and asked A which eye was blind. A said left eye. Horse not blind at all. Magistrate adjudged horse to B. (Expand the above into a narrative, putting all that B says in the direct form of speech.)

(Matric. '83.)

90. I asked him how he dared to disobey my orders and whether he did not deserve to be punished. He said he was sorry he had offended me and hoped I would forgive him.

(Matric. '86.)

CHAPTER VIII.

GRAMMAR.

SEC. I.—ETYMOLOGY.

1. Nouns.

1. Distinguish between a collective noun and a noun of multitude; frame three sentences to illustrate the distinction.

2. Distinguish between abstract and concrete nouns.

3. Mention the exceptions to the rule that material nouns are used only in the singular.

4. Give the other gender of:—

1. Czar.	6. Monk.	11. Spawner.
2. Director.	7. Murderer.	12. Spinster.
3. Doe.	8. Negro.	13. Vixen.
4. Hart.	9. Ram.	
5. Hero.	10. Roe.	

5. Mention:—

a. Four nouns used only in the feminine.
b. Four nouns forming the feminine by the addition of the suffix *ix*.
c. Four masculine nouns derived from the feminine.

6. Mention three nouns in the feminine gender having two masculine forms.

7. Give the other number of :—

1. Axis.	10. Key.	19. Mouse.
2. Canon.	11. Knife.	20. Out-going.
3. Cannon.	12. Leaf.	21. Ox.
4. Chief.	13. Lice.	22. Phenomena.
5. Crisis.	14. Man-of-war.	23. Roof.
6. Data.	15. Man-servant.	24. Soliloquy.
7. Die.	16. Miasma.	25. Staff.
8. Duty.	17. Mischief.	26. Swine.
9. General.	18. Mouse-trap.	27. Valley.

8. In what number are the following words used ?

(*a*) News, (*b*) amends, (*c*) tidings, (*d*) means, (*e*) alms, (*f*) summons.

9. How do compound nouns form their plurals ?

10. What nouns ending in *f* form their plural by the mere addition of *s* to the singular ? What words form exceptions to the rules you give ?

11. Give four examples of :—

a. Foreign words which retain their original plural.
b. Obsolete modes of plural inflexion.

12. In what sense is each of the following words used, when they do not admit of a plural ?

(*a*) Horse, (*b*) foot, (*c*) powder, (*d*) light.

13. What classes of nouns have no plural ?

14. Give half a dozen nouns :—

(*a*) Whose plurals entirely differ in meaning from their singulars.
(*b*) Which have the same form in both numbers.
(*c*) Which have no singular.
(*d*) Which have no plural.
(*e*) Which have two plurals.

15. Give :—

(*a*) A word that has two meanings in the singular and an entirely different meaning in the plural.
(*b*) A word that has two meanings in the singular and three meanings in the plural.

16. Give the two meanings of the following plurals :—

(*a*) Pains, (*b*) customs, (*c*) parts.

17. What nouns form their possessive by the addition of the apostrophe alone ?

18. Distinguish between the uses of the Saxon and Norman possessives.

19. Give the possessive singular, the possessive plural, and the nominative plural of:—

1. Aid-de-camp.	3. Attorney-general.
2. Lady-in-waiting.	4. Major-general.

20. Give:—

(*a*) Two plurals of *die* with meanings.
(*b*) Two meanings of the singular of *letters.*
(*c*) Two meanings of the plural of *custom.*
(*d*) The masculine of 1. ewe, 2. nun.

(Matric. '74.)

21. What meanings have the plurals of the following words that are not to be found in the singular? 1. letter, 2. number, 3 force, 4. beauty.

22. Give the more ancient and more recent forms of the plural of the following nouns:—(*a*) sow, (*b*) cow, (*c*) brother.

23. Are the following nouns plural or singular?

1. Pease, 2. deer, 3. phenomena, 4. chicken, 5. news, 6 summons, 7 means.

(Ques. 21—23 Matric. '76.)

24. Give the plurals of 1. canto, 2. flagstaff, 3. donkey.

(Matric. '77.)

25. Give the two plural forms of (*a*) die, (*b*) genius, (*c*) penny, and construct short sentences which will clearly illustrate the differences in meaning between the two forms.

26. Give the masculine forms corresponding to 1. son, 2. doe, 3. hind, 4. lass, 5. lady-in-waiting, 6. madam.

27. Use a collective noun in the place of the italicised words:—(*a*) *two* partridges, (*b*) *twenty* boys, (*c*) *one hundred and forty-four* buttons.

(Ques. 25—27 Matric. '78.)

28. State the rules regulating the formation of the possessive singular and the nominative plural of compounds like *man-of-war*; the nominative plural of *Frenchman*, *German* and the comparatives of *gay* and *dry*.

29. Distinguish between an abstract and a concrete noun.

(Ques. 28—29 Matric. '79.)

30. Give the plurals of *genus, radius, axis, criterion, series,* and *vortex.*

31. Give the feminines of *hart, buck, monk, lad, traitor,* and *executor.*

(Ques. 30—31 Matric. '80.)

32. Write down (1) feminines of *sloven*, *hero*, *fox*, (2) the plurals of *mischief*, *miasma*, *soliloquy*, *alkali*, *lady-in-waiting*, *major-general*.

(Matric. '82.)

33. Give the singulars of *indices*, *dice*, *kine*, and *phenomena*; the plurals of *grotto*, *lord-justice*, *son-in-law*, and *genus*; the feminines of *actor*, *hero*, *nephew*, and *man-servant*, and the masculines of *sow*, *witch*, *filly*, and *heifer*.

(Matric. '84.)

34. Give the plurals of :—*Man-servant*, *Man-of-war*, *Lord-lieutenant*, *Lieutenant-general*.

(Matric. '86.)

2.—Pronouns.

35. Frame sentences to illustrate the use of *what* as a compound relative pronoun.

a. With the antecedent part in the nominative case and the relative part in the objective case.
b. With the antecedent part in the objective case and the relative part in the nominative case.
c. With both the parts in the nominative case.
d. With both the parts in the objective case.

36. Explain fully the co-ordinating and restrictive uses of the relative pronoun.

37. Give examples of :—

a. A relative clause having an adverbial force.
b. A relative pronoun having a sentence for its antecedent.

38. Distinguish between the uses of the interrogatives, *who*, *which*, and *what*.

39. Distinguish between the uses of *each* and *every*, and frame illustrative sentences.

40. Use appropriately *either* and *both* in illustrative sentences.

41. Distinguish between *reflexive* and *reciprocal* pronouns.

42. Distinguish between the uses of *my* and *mine*.

43. Give the etymology of *no* and *none*.

44. Explain the uses of pronouns formed by the addition of *self*.

45. How are reflexive pronouns formed for the first, second, and third persons?

(Matric. '79.)

46. In what respects does the relative pronoun agree, and in what does it not agree, with its antecedent?

47. Illustrate the above rule by shewing the difference in meaning between the following pairs of sentences.

a. (1.) "Art thou a man who would do this?"
   (2.) Art thou a man who wouldst do this?

b. (1.) "The officer had arrested a suspected person, whom the judge knew nothing of."
   (2.) "The officer had arrested a suspected person, which the judge knew nothing of."

(Ques. 46—47. Matric. '88.)

3.—Adjectives.

48. Before what kind of words should no article be used?

49. Name exceptions to the rule that the indefinite article is used with the singular only.

50. Exemplify the distinction between the uses of *a* and *one* by illustrative sentences.

51. Give the force of *a* in the following:—

a. It happened *a* hundred years ago.
b. Give me *a* fruit.
c. Now-*a*-days.
d. Twice *a* year.

52. Define cardinal, ordinal, multiplicative, and distributive numerals.

53. Give:—

a. The positives of 1. last, 2. eldest, 3. first.
b. The superlatives of 1. evil, 2. hot, 3. force, 4. southern.

54. Give examples of adjectives qualifying a noun 1. attributively, 2. predicatively, 3. factitively.

55. Mention:—

a. Five adjectives admitting of no comparison.
b. Five adjectives used only in the comparitive.
c. Four comparitives not followed by *than*.

56. Give the positive forms of the italicised in 'the one has *more* friends the other has *more* wealth.'

(Matric. '74.)

57. Give the two forms of the comparatives of *late* and *old*, and the positives of *most*, illustrating their use by a sentence in each case.

(Matric. '77.)

58. Give the comparative and the superlative of (*a*) nigh, (*b*) holy, (*c*) grey, (*d*) melancholy, (*e*) red, (*f*) far, (*g*) fair, (*h*) fore.

(**Matric. '78.**)

59. Whether is it right to say: "Alexander was a most able general," or Alexander was an ablest general? Give reasons for your answer.

(**Matric. '79.**)

60. Write down the comparatives of *gay*, *dry*, *red*, *bitter*, *proper*, *much*, and *many*; and all the comparatives and superlatives from *forth*, *in*, and *out*.

(**Matric. '81.**)

61. Write down the comparatives and superlatives of *ill*, *nigh*, *gay*.

(**Matric. '82.**)

4.—Verbs.

62. Define defective, impersonal, auxiliary, reflexive, and copula verbs, with examples.

63. What are strong and weak verbs? Give examples.

64. Give half a dozen transitive verbs derived from intransitive verbs by internal change. What is the name given to such verbs?

65. Give half a dozen verbs used both transitively and intransitively and illustrate their uses.

66. Give examples of verbs that, in their three principal parts (present, past, and past participle) have (*a*) only one form, (*b*) two forms, (*c*) three forms.

67. Write down the past tense and the past participle of:—

1. Beseech.	8. Forsake.	15. Seek.
2. Cleave.	9. Hew.	16. Shake.
3. Clothe.	10. Knit.	17. Shoe.
4. Dare.	11. Lay.	18. Slay.
5. Drive.	12. Lie.	19. Win.
6. Flee.	13. Mean.	20. Work.
7. Fly.	14. Rive.	

68. Frame sentences using the past participle of 1. begin, 2. moulder, 3. tie, 4. draw.

69. Write short sentences to exemplify the use of:—

a. An impersonal verb.
b. A verb of incomplete predication.
c. An infinitive absolute.
d. A participle used absolutely.

70. Enumerate the uses of the present indefinite tense.

71. Give the uses of the present perfect tense.

72. Explain the uses of the past perfect tense.

73. Distinguish between the uses of *may* and *can*.

74. Explain fully the uses of the infinitive, the participle, the adjective, and the noun in '*ing*,' and point out the distinction between them.

75. Distinguish between the uses of *has gone* and *is gone*.

76. Illustrate the uses of (*a*) the adjectival, (*b*) the adverbial, and (*c*) the substantive infinitive.

77. Mention a few words that are strictly participles but are used as prepositions.

78. Mention half a dozen words used both as verbs and as adjectives.

79. Give the more ancient and more recent forms of the past tense of the following words:—(*a*) kneel, (*b*) work, (*c*) gird, (*d*) leap, (*e*) owe. Give the difference in meaning at the present day of the two forms in the case of the word last mentioned.

(Matric. '76.)

80. How are the terms *strong* and *weak* applied to the inflection of verbs? Give examples.

81. Give the past indefinite and the past participle of *forsake*, *beseech*, *tread*, and *smite*.

82. Write down the second person singular present indicative, active, and the first person singular future indicative, active, of the verb *to love*, expressed interrogatively in the negative?

83. Explain the use of the subjunctive mood.

(Ques. 80—83 Matric. '79.)

84. Give the past tense and the past participle of *write*, *strike*, *have*, *begin*, *lie*, and *lay*.

(Matric. '80.)

85. Write down the past tense and the past participle of *smell*, *sway*, *stride*, and *spin*.

(Matric. '82.)

86. Frame sentences to exemplify the use of:—

a. The present tense used for the perfect.
b. The active voice for the passive voice in the infinitive mood.
c. The infinitive absolute, and
d. The participial absolute.

(Matric. '83.)

87. Write down the past tense and the past participle of :—

Spin.	Slay.	Beseech.	Tread.
Cleave.	Ride.	Strive.	Weave.

(Matric. '84.)

88. Give the past tense and the past participle of the following verbs and also point out which are transitive and which intransitive :—

Lay, *lie* (down,) *rise*, *raise*, *fell*, *fall*, *sit*, *set*.

(Matric. '85.)

89. Distinguish between (1) strong verbs and weak verbs, (2) defective verbs and impersonal verbs—giving one example of each.

90. The following verbs have each two forms of the past participle: distinguish between them and illustrate the correct use of each by means of short sentences :—*bear*, *hang*, *load*.

(Ques. 89—90 Matric. '86.)

SEC. II.—THE STRUCTURE OF WORDS.

91. How are compound adjectives formed?

92. Derive an adjective from *Hercules*; and name four similarly formed adjectives.

93. Nouns are sometimes distinguished from verbs and adjectives by a change in the accent; give five examples of each.

94. Write correctly the following words which are spelt according to pronunciation :—

Presede, beleeve, commershal, proseed, neybouring, pamflit

(Matric. '77.)

95. Accentuate the following words, divide them into syllables, and give a synonym for each :—

Enigma.	Anonymous.	Prognosticate.
Hazardous.	Ramification.	Tumultuous.
Imaginary.	Preposterous.	

(Matric. '78.)

96. State the rules regulating the orthography of *curable*, *chargeable*, *permitted*, and *limited*, and the accentuation of *attribute*, and *frequent*.

(Matric. '79.)

97. Divide the following words into syllables, and place the accent on the syllable to be accented in pronouncing each of them :—

Refer.	Lamentable.	Adversary.
Success.	Consider.	Variety.

(Matric. '83.)

98. State the part of speech of the following words according as the accent is on the 1st or the 2nd syllable in:—

Torment.	Comfort.	Frequent.

99. Mark the accented syllable in:—

Machinery.	Gazette.	Sufficiency.
Advertisement.	Formidable.	Horizon.
Monarch.	Inevitable.	

(Ques. 98—9 Matric. '84.)

100. State the etymology of *needs*, and give a few similarly formed words.

101. Give words derived from the same root as the following words, with meanings:—

1. Access.	4. Quest.	7. Coeval.
2. Candid.	5. Regimen.	8. Hail.
3. Matricide.	6. Whole.	9. Monument.

102. *Hospital* and *hotel* are the same words in different forms; explain how, and give four similar pairs of words.

103. Point out the grammatical relations between the component parts of the following compounds:—

1. *Island-shore.*	8. *Hunger-bitten* faces.
2. A *well-thumbed* volume.	9. *Flat-bottomed* vessel.
3. The *best-liked* officer.	10. *Death-bed.*
4. *Fowling-pieces.*	11. *Love-truth.*
5. *Ill-starred.*	12. *Hunting-suit.*
6. *Gas-emitting* substances.	13. *Ill-natured.*
7. *Panic-stricken* cry.	14. *Game-bag.*

104. Expand the following compounds into phrases, using appropriate prepositions to connect the words of which they are composed:—*Star-gazers*, *horse-dealers*, *tea-cups*, *sea-breezes.*

(Matric. '86.)

105. Give Saxon equivalents for *puerile*, *amicably*, *malefactor*, and *dismiss.*

(Matric. '77.)

106. *Unloose* is the same as *loose*; give another example in which the prefix that has generally a negative signification is expletive.

107. What do the prefixes signify in:—

1. Ambition.	9. Maltreat.	17. Unbelief.
2. Ashore.	10. Period.	18. Unbind.
3. Arise.	11. Prepare.	19. Unless.
4. Disclose.	12. Preterite.	20. Untie.
5. Discontent.	13. Providence.	21. Untroubled.
6. Forbid.	14. Recollect.	22. Withdraw.
7. Forward.	15. Sanitary.	
8. Gainsay.	16. Sovereign.	

108. Give the meanings of the prefix *out* in the following words and frame a sentence illustrating the use of each word :—

1. Out-live.
2. Out-wit.
3. Out-spread.
4. Out-fit.
5. Out-burst.
6. Out-law.
7. Out-line.
8. Out-post.
9. Out-run.

109. State and illustrate the meanings of the following classical prefixes :—*Anti*, *pre*, and *super*.

(**Matric. '79.**)

110. Give half a dozen suffixes denoting agent with examples.

111. Give an example of the suffix *en*

1. Forming an adjective from a noun.
2. Forming a verb from a noun.
3. Forming a verb from an adjective.
4. Used as a plural suffix.
5. Used as a feminine suffix.
6. Used as a past-participial suffix.

112. Give the force of the suffixes in :—

1. Artless.
2. Asterisk.
3. Careful.
4. Careless.
5. Coward.
6. Champion.
7. Delusion.
8. Devotee.
9. Happiest.
10. Hatchet.
11. Hillock.
12. Homage.
13. Imaginative.
14. Joyous.
15. Loveliness.
16. Loyal.
17. Ludicrous.
18. Moralist.
19. Peasantry.
20. Plentifully.
21. Plumage.
22. Poetaster.
23. Purify.
24. Sailor.
25. Shadow.
26. Twenty.
27. Unique.
28. Wisdom.

113. Give the force of *en* in *wooden*, *whiten*, *woven*, *oxen*, and *vixen*.

(Matric. '76.)

114. Explain the suffixes in *songstress*, *godly* and *youngster*.

(**Matric. '77.**)

115. Give the force of the suffixes in :—*Fatalist*, *verbose*, and *sensitive*.

(**Matric. '79**)

116. Give the meanings of the following prefixes and suffixes, form words with them, and give the meanings of the words :—

1. meta.
2. ess.
3. escent.
4. ose
5. ism.
6. dom.

117. Point out the prefixes or suffixes in the following, and give the force of each :—

1. aloft.
2. befitted.
3. bushy.
4. coverlet.
5. ennoble.
6. gloomy.
7. princely.
8. rivulet.
9. sadden.
10. undo.

118. In regard to the following prefixes and suffixes, give (*a*) the language from which each comes, (*b*) the force or meaning of each, (*c*) a word containing the prefix or suffix, and (*d*) the etymological meaning of the example given :—*Ante*, *extra*, *retro*, *poly*, *kin*, *ous*, *fy*, and *ness*.

(**Matric. '82.**)

119. Give the language from which they are derived and the meaning or force of :—

(1) The prefixes in *hemisphere*, *malefactor*, *befriend*.

(2) The suffixes in *picturesque*, *reddish*, *homeward*.

(**Matric. '85.**)

120. Give four examples of :—

a. Verbs formed from nouns.

b. Nouns formed from verbs, and

c. Verbs formed from adjectives.

121. Give an appellative noun from *city*, a collective noun from *peasant*, and the verb from which *opinion* is derived.

122. Derive abstract nouns from *strike*, *ally*, *complain*, *thrive*, and *cannon*.

123. Form personal nouns from :—

Accede.	Complain.	Mania.
Canon.	Debauchery.	Verse.
Century.	Education.	

124. Derive nouns from the following verbs : —

1. Abide.	22. Expose.	43. Prefer.
2. Abolish.	23. Extend.	44. Proceed.
3. Acquit.	24. Feed.	45. Provide.
4. Approve.	25. Fly.	46. Pursue.
5. Arrive.	26. Fluctuate.	47. Quit.
6. Ascend.	27. Forfeit.	48. Reconcile.
7. Assert.	28. Free.	49. Remember.
8. Break.	29. Give.	50. Remit.
9. Cease.	30. Gratify.	51. Resign.
10. Choose.	31. Hold.	52. Resolve.
11. Commit.	32. Inquire.	53. Say.
12. Compel.	33. Intend.	54. Seize.
13. Concur.	34. Involve.	55. Shake.
14. Consume.	35. Know.	56. Slay.
15. Converse.	36. Liberate.	57. Speak.
16. Convince.	37. Lull.	58. Strike.
17. Deceive.	38. Move.	59. Suffice.
18. Direct.	39. Observe.	60. Tell.
19. Decent.	40. Perceive.	61. Vary.
20. Drink.	41. Perform.	62. Wake.
21. Endure.	42. Peruse.	63. Withdraw.

125. Derive nouns from the following adjectives :—

1. Broad.
2. Brief.
3. Black.
4. Delicate.
5. Candid.
6. Honest.
7. Humble
8. Ignominious.
9. Merry.
10. Pleasant.
11. Pure.
12. Secure.
13. Sincere.
14. Sober.
15. Solemn.
16. Splendid.
17. Strange.
18. Subtle.
19. Superfluous.
20. Tender.
21. Wise.

126. Form abstract nouns from *poor*, *young*, *punctual*, and *deficient*.

(Matric. '79.)

127. Derive adjectives from the following nouns :—

1. Advantage.
2. Alms.
3. Analogy.
4. Angel.
5. Ass.
6. Bishop.
7. Brass.
8. Brother.
9. Bounty.
10. Calamity.
11. Caprice.
12. Cell.
13. Century.
14. Circumference.
15. Contagion.
16. Day.
17. Debauchery.
18. Derision.
19. Diameter.
20. Duke.
21. Economy.
22. Empire.
23. Enemy.
24. Error.
25. Excess.
26. Experiment.
27. Expression.
28. Face.
29. Fault.
30. Fire.
31. Ghost.
32. Globe.
33. Gain.
34. Governor.
35. Grace.
36. Impulse.
37. Infamy.
38. Instant.
39. Island.
40. Joy.
41. Language.
42. Lion.
43. Lustre.
44. Luxury.
45. March.
46. Marriage.
47. Match.
48. Moment.
49. Monk.
50. Neighbour.
51. Offence.
52. Opinion.
53. Palace.
54. Paradox.
55. Part.
56. People.
57. Philosophy.
58. Picture.
59. Pirate.
60. Pity.
61. Pleasure.
62. Point.
63. Pomp.
64. Preface.
65. Profession.
66. Prose.
67. Province.
68. Revenge.
69. Salt.
70. Sense.
71. Sentiment.
72. Sky.
73. Society.
74. Stratagem.
75. Title.
76. Trifle.
77. Two.
78. Tyranny.
79. Uncle.
80. Voice.
81. Valour.
82. Value.
83. Wealth.
84. Wile.
85. Winter.
86. Wrath.

128. Derive adjectives from the following verbs :—

1. Appear.
2. Attend.
3. Benefit.
4. Covet.
5. Deceive.
6. Disgrace.
7. Excite.
8. Expand.
9. Perceive.
10. Prefer.
11. Suggest.
12. Talk.
13. Work.

129. Give adjectives corresponding to :—

1. Dog.
2. Ear.
3. Eye.
4. Hand.
5. King.
6. Moon.
7. Mother.
8. Sun.
9. Spring.

130. Add *ous* to *libel*, *fable*, *fame*, and *courage*.

131. Convert the following words into adjectives by means of suffixes, and give the meaning of each affix :—*Brother*, *gift*, *boy*, *fool*, and *water*.

(**Matric. '77.**)

132. Give adjectives, derived from Latin, to correspond to the following nouns, and add an appropriate noun to each adjective to illustrate its ordinary use :—*City*, *point*, *eye*, *world*, *grave*, and *fat*.

(**Matric. '83.**)

133. Form transitive verbs from *sit*, *drink*, and *rise*.

134. Add *ing* to *credit*, *cry*, *die*, *dye*, *forget*, *occur*, *refer*, *sever*, and *sit*.

135. Form verbs from the following nouns :—

1. Bath.	13. Friend.	25. Memory.
2. Canon.	14. Fruit.	26. Misery.
3. Centre.	15. Glass.	27. Mystery.
4. Character.	16. Gold.	28. Peace.
5. Climate	17. Grace.	29. Power.
6. Code.	18. Grass.	30. Shrine.
7. Companion.	19. Habit.	31. Snare.
8. Crystal.	20. Island.	32. Substance.
9. Danger.	21. Joy.	33. Success.
10. Dog.	22. Knee.	34. Title.
11. Eye.	23. Liberty.	35. Vapour.
12. Felicity.	24. Luxury.	36. Vegetable.

136. Form verbs from the following adjectives :—

1. Bold.	6. Electric.	11. Poor.
2. Broad.	7. Familiar.	12. Soft.
3. Deep.	8. Glad.	13. Sweet.
4. Devious.	9. Hard.	
5. Distant.	10. Necessary.	

137. Form adverbs from *this*, *one*, and *need*.

138. Add *ly* to *true*, *fierce*, *whole*, *very*, and *dreary*.

139. Of the terminations *al*, *ly*, *ness*, *ous*, *ence*, and *er*, add the correct one to :—*Lonely*, *abhor*, *pity*, *due*, *travel*, and *colloquy* and add *ing* to *benefit* and *befit*.

(**Matric. '83.**)

140. Form diminutives from :—

1. Cat.	5. Part.	9. Top.
2. Mead.	6. Pile.	10. Tower.
3. Mouth.	7. Sack.	11. Thumb.
4. Nose.	8. Shade.	

141. Form diminutives from *man*, *dear*, *part*, *convent*, *brace*, and *swan*.

(**Matric. '77.**)

142. Give the diminutives of *sack*, *animal*, *shade*, *stream*. **(Matric. '85.)**

143. Give the diminutives of *man*, *part*, *isle*, *animal*, **(Matric. '86.)**

144. Give the negative forms of the following:—

1. Advantage.	12. Fortunate.	23. Natural.
2. Associate.	13. Fortune.	24. Noble.
3. Claim.	14. Honor.	25. Normal.
4. Comfort.	15. Hospitable.	26. Persuade.
5. Commodious.	16. Inter.	27. Popular.
6. Credit.	17. Legal.	28. Probable.
7. Discordant.	18. Logical.	29. Resistible.
8. Educated.	19. Luck.	30. Satisfied.
9. Embosom.	20. Lucky.	31. Sensible.
10. External.	21. Manage.	32. Similar.
11. Favor.	22. Merit.	

SEC. III.—SYNTAX.

145. State the rules of concord applicable to verbs following a series of nominatives, (*a*) of different numbers, (*b*) of different persons.

146. State the rules regulating the number and the person of pronouns referring to a series of nominatives of different persons.

147. What is the rule regarding the concord of possessive pronouns and adjectives? Give examples.

148. Mention exceptions to the rule that two singular nominatives connected by *and* require a plural verb.

149. Justify the number of the verb in the following:—

a. Twenty head of cattle *are* for sale.

b. The horse and carriage *is* at the door.

150. What is meant by *adverbial accusatives?*

151. When do adjectives govern an objective case?

152. Explain the syntax of *each* and *other* in:—

a. They loved each other.

b. They fell on each other.

153. Give examples of (*a*) the direct, (*b*) the dative, (*c*) the genitive, (*d*) the adverbial, (*e*) the cognate, and (*f*) the factitive object.

154. In what case are nouns that come after neuter and passive verbs?

155. Give examples of a noun in apposition (*a*) in the nominative case, (*b*) in the possessive case, (*c*) in the objective case.

156. What parts of speech are modified by adverbs?

157. Mention exceptions to the rule that the object is placed after the verb.

158. When does the subject come after the verb ?

159. The object of a transitive verb may be a noun, a pronoun, an adjective used as a noun, an infinitive in either of its forms or a noun clause. Give examples.

160. Given half a dozen instances of factitive adjectives.

161. Distinguish between the subjective and the objective uses of the genitive.

162. When is the nominative used without a finite verb ?

163. 'The sign of the infinitive *to* is omitted after certain verbs.' Give six examples of such verbs (not auxiliaries,) and use them in sentences.

164. Mention the exceptions to the rule that the article precedes the adjective qualifying a noun.

165. Complete each of the following so as to form a sentence with an intelligent meaning :—

a. He is so ill, &c.
b. He is too dull, &c.
c. It is neither dear, &c.
d. I will punish such boys, &c.

166. Complete each of the following sentences using the verb *send* appropriately :—

a. If I have the book, &c.
b. If I had the book, &c.
c. If I had had the book, &c.

167. Prefix principal sentences to the following :—

(*a*) ————and so he is pleased.
(*b*) ————consequently the ship ran aground.
(*c*) ————and so he was nearly drowned.

Supply the Prepositions omitted in the following :—

168. I placed the book—the table—one end—the room.
169. I was angry—him—being so careless.
170. I concur—him—his opinions.
171. This course is preferable—the course you suggest.
172. He is moderate—inflicting punishment.
173. He is an expert—the art of deception.
174. He has been reduced—poverty.
175. He died—thirst.
176. This change is—the better.
177. He was charged—theft.
178. He was acquitted—the crime.

179. I am convinced—his guilt.
180. They were provided—all the necessaries of life.
181. The servant should wait—his master.
182. Please wait here—me, till I get ready.
183. I shall wait—your house till you return.
184. He commanded the attack—person.
185. They gave way—all directions.
186. He dissented—me in every one of these points.
187. He is too poor to cope—me successfully.
188. I was convinced—him—the propriety of his conduct.
189. I cannot agree—that proposal.
190. He protested—my action.
191. Do not insist—its being done.
192. Do not so soon despair—success.
193. His remains were landed—Plymouth.
194. He acted—compliance—my wishes.
195. You should not depend—such friends.
196. He is resolved—the course to be pursued.
197. He is resolved to deprive him—his prey.
198. The bird tried to free itself—the snake.
199. He was bound—a chain, and surrounded—faggots, and so died—the stake, a martyr—his religion, and an example —patient endurance.
200. You must act conformably—my wishes and discharge —diligence whatever duties may devolve—you. You must never swerve—the truth, nor be guilty—fraud nor yield—any way—temptation.
201. A stag ran——the hunter's path and was killed——him——his spear.
202. You are answerable—me—any thing he may do wrong.
203. He was turned——his class——his impudence.
204. He died——the hand——an assassin.
205. He killed two birds——one shot.
206. This is different—that.
207. I caught hold——him——the left arm.

Supply the words omitted in the following:—

208. (*a*)——he——his brother was at home.
(*b*)——he——his brother were at home.
209. (*a*) He is——ill; he cannot therefore go to school.
(*b*) He is——ill that he cannot go to school.
(*c*) He is——ill to go to school.
210. If you had come in time, I — — — punished you.
211. Because you — — come in time, I punished you.

212. If you go home now, you — — in time.
213. Though you—— home late, you were not punished.
214. Iron is not—precious—gold;—iron is more useful —gold.
215. —you do not attend school, you will be punished.
216. Constant and careful cultivation—made—soil—productive that Belgium is sometimes called 'the Garden of Europe;' and for ages each of—large cities, Antwerp, Ghent, Liege and Ostend—been noted for—thriving industry and commerce.

217. *Supply the omissions in the following so as to express:— (a) the condition as certain, (b) the condition as doubtful, (c) denial.*

If that———the case, he———punished.

(**Matric. '74.**)

218. *Supply the blanks in:—*

(*a*) If he—arrived, he——here soon.
(*b*) If you—foreseen the consequences, you — — — acted as you——

(**Matric. '75.**)

219. Define syntax, concord, subject, predicate, copula, and ellipsis.
220. Give appropriate collective nouns for (*a*) a number of ships, (*b*) a number of bees, (*c*) a number of sheep, (*d*) a number of fish.

(**Ques. 220—1 Matric. '76.**)

Supply the ellipsis in the following:—

221. A few rounds of cannon and the enemy fled.
222. He arrived last night.
223. I will give this to whom I please.
224. Famine did its work better than the sword.
225. He is not so silly as to believe this.

(**Ques. 223—6 Matric. '77.**)

226. *Supply the omissions in the following:—*

(*a*) If the wind——cold (as you say), I——shut the door.
(*b*) If the wind——cold, (which is doubtful), I—— shut the door.
(*c*) If the wind——cold, (which I am sure is not the case), I——shut the door.
(*d*) If the wind—cold (which I am sure was not the case), I—shut the door.

(**Matric. '80.**)

227. *Punctuate the following passage* :—

Androcles who had no arms of any kind now gave himself up for lost what shall I do said he I have no spear or sword no not so much as a stick to defend myself with.

228. *Supply the clause implied in* :—

'These far departing seek a kinder shore.'

(Matric. '83.)

229. *Place each nominative after its verb in the following* :—
Suddenly the flag went up, the guns went off, and the prince stepped out.

230. *Use the absolute construction in* :—

After selling the house, he put the money into the bank.

(Ques. 230—1 Matric. '85.)

CHAPTER IX.

GRAMMATICAL PARTICLES.

SEC. I.—THE USES OF PARTICLES.

1. About.

i. A Prep.—1. Around, on the exterior part or surface. *e.g.* Bind them *about* their neck.
2. Around, near to the person. *e.g.* Those *about* him; everything *about* him is in order.
3. Around, with reference to the circumference. *e.g.* Two yards *about* the stem.
4. In and around, near to, in place. *e.g.* *About* the village of Elvina.

ii. An Adv.—1. Approximately near in time, number, or quantity. *e.g.* *About* five hours; *about* a thousand soldiers *about* three measures of wheat; (*About* modifies the numeral adjs. *five*, *thousand*, and *three*.)
2. Here and there. *e.g.* Wandering *about* from house to house.
3. Around, measuring the exterior surface (the longest way as opposed to the shortest way), *e.g.* A mile *about* and half a mile *across*.

[*N.B.*—*About* in 'what is he *about?*' is a prep. governing *what*; the sentence means 'what is he engaged in?' or 'what is he doing?']

2. After.

i. PREPOSITION.

1. Behind in place, *e. g.* They were seated in a line one *after* another.
2. Later in time, *e. g.* He came *after* supper; he is wise *after* the event.
3. In imitation of, *e. g.* He takes *after* his father.

ii. CONJUNCTION.

He called at my house *after* I had left home.

iii. ADVERB. Come three hours *after*.

3. Ago is an adverb meaning 'previously to the present time.'

e. g. I joined this school three years *ago* (three years before the present time.)

Ago stands *after* an expression denoting *period of time*, in which case the whole expression denotes a point of time in the past, the intervening period being counted back from the present time.

For is

i. A *prep.* used in a variety of senses, as in Exercise 30.

ii. *A Conj.*—meaning 'because,' *e.g.* He pressed on, *for* his ambition was still unsatisfied.

Since is

i. A PREP.—meaning 'during the time subsequent to.'

Since in this case, stands *before* a word or phrase denoting a fixed *point of past time* or a past event, in which case the whole denotes the period intervening between that fixed point of past time and the present time. The period is counted *forward* from a point of past time to the present; *e.g.*

I have been ill *since Monday.*
I have been in bad health *since the year of the famine.*

ii. AN ADVERBIAL CONJ.—meaning 'from the time that.'

Since in this case introduces an adv. clause of *time*; *e.g.*
I have not seen him *since he arrived.*

The adv. cl., it will be seen, may be replaced by the adv. phrase 'since his arrival,' where since is a prep. The adv. phrase, as explained in case i. denotes a period of time intervening between a point of past time and the present.

iii. AN ADV.—meaning 'afterwards;'

e. g. I have not seen him *since.* The meaning is 'I have not seen him after such and such an event, or after such and such a time, *i.e.*, during the period intervening between a past time or event and the present time.

iv. AN ADV.—meaning 'ago,' 'before this or now.'

Since, in this case stands *after* an expression denoting a *period of time*, the period being counted *back* from the present time; and the whole denotes a point of time in the past; *e. g.*

I joined this school two years *since.*

v. AN ADVERBIAL CONJ.—meaning 'because,' *e.g.* You may be sure of a first class, *since* you are so hard-working.

Since, for, and ago. CAUTION.

1. NEVER use *since* BEFORE an expression which denotes a *period of time*, or AFTER an expression which denotes a *point of time*.
2. When the adv. *ago* is used, or the adv. *since* is used in the sense of 'ago,' the past tense is the tense appropriate to use; as I met him five days *since* (or ago.) Neither the perfect nor the past perfect tense would in this case be right.
3. When *since* is used in the sense of 'afterwards,' the present perfect is the appropriate tense to use; as, he has not misbehaved *since*.

NOTE that the following sentences are identical in meaning.

(*a*) I have been ill *for three days*.
(*b*) I have been ill *for the last three days*.
(*c*) I have been ill *these three days*.
(*d*) I have been ill *since Monday*.
(*e*) I have been ill *since you saw me last*.
(*f*) I fell ill *three days since*, and I have been ill from that time.
(*g*) You saw me last *three days ago* and I have been ill *since*.
(*h*) It is three days *since I fell ill*.

4. All.

i. ADVERB.

Completely, altogether, *e. g.* He is *all* for play.

It is *all* one to me whether you do it this day or to-morrow. (It makes no difference so far as I am concerned). If you can do it without my aid it is *all* the better.

ii. INDEF. NUMERAL PRONOUN.

The whole number, quantity, or amount; the aggregate; *e. g.* I am monarch of *all* I survey; you are *all in all* to me (every thing to me.)
He has no money *at all* (to the least extent) = he has not the smallest amount of money.

iii. INDEF. NUMERAL ADJECTIVE.

The whole number, quantity or extent of, *e. g. all* the year; *all* your strength; *all* your goods.

5. As.

i. ADV. *e.g.* Ramasami is at least as good as his brother. You should be *as* good as your word. *As* far as the east is from the west.

ii. ADVERBIAL CONJUNCTION.

1. *In the same manner in which*, *e.g.* You will reap *as* you sow. When we cannot do *as* we wish, we must do *as* we can.
2. *While*, *e.g.* He trembled *as* he spoke.
3. *Though*, *e.g.* Poor *as* he was, he was liberal.
4. *Because*, *e.g.* He was punished *as* he was inattentive.
5. Implies *proportion*, *e. g.* In general, men are more happy, *as* they are less involved in public concerns.

iii. CONJUNCTION.

1. *In the character or condition of, e.g.* Virtue considered *as* virtue.
2. *For instance*, by way of example.

iv. RELATIVE PRONOUN.

1. A RESTRICTIVE REL. PRON. when preceded by *such* or *same*; *e.g.* A curse was denounced upon such *as* removed ancient landmarks. He offered me the same conditions *as* you now offer me.
2. A CO-ORDINATING REL. PRON, *e.g.* The ships were frozen in, *as* not unfrequently happens in these regions.

6. As, as, so, and that (correlatives).

i. *As* requires *as* to express equality of degree; *e.g.* He is *as* clever *as* you are. The first *as* is an adv.; and the second *as* is a conj.

ii. *As* requires *so* to express sameness or proportion; *e.g.* *As* the tree fell, *so* it lies. *As* and *so* are adv. conjunctions.

iii. *So* requires *as*,—

1. With an adj. or an adv. to limit the degree by comparison; *e.g.* He is *so* feeble *as* to be unable to walk. *So* is an adv. and *as* is a conj.
2. With a negative preceding it, to deny equality of degree; *e.g.* I am not *so* fallen *as* to act thus. *So* is an adv. and *as* is a conj.
3. With an inf. following it, to express consequence; *e.g.* We are to read blank verse *so as* to make every line sensible to the ear. *So* is an adv. and *as* a conj.

N. B.—When the correlatives *so—as* are used, *as* is not followed by a sentence or a clause.

iv. *So* requires *that* with a finite verb to express consequence, *e.g.* He worked *so* hard *that* he passed with credit.

N. B.—When the correlatives *so—that* are used, *that* is not followed by an inf. *As* and *that* are not used as correlatives.

7. Be, the Auxiliary

i. By joining the past participle of a *transitive* verb to the verb 'be,' we make the *indefinite form of the passive voice*; *e.g.* He *is* loved. We *were* loved. *To be* loved. *Being* loved.

ii. With the past participle of some *intransitive Verbs*, 'be' forms *perfect tenses*; *e.g.* I *am* come. They *were* come. The train *was* just gone.

iii. By similarly joining the *imperfect participle*, there arises another form of the active voice called the *progressive, imperfect*, or *incomplete* form; *e.g.* I *am* writing. I *was* writing.

iv. 'Be' with *the gerund* expresses *purpose* or *intention*; *e.g.* I *am* to write = I intend or purpose to write. I *was* to write = I intended to write. I *was going* to write.

["Some would condemn such forms as 'he is come,' 'he is arrived,' and correct them into 'he has come,' 'he has arrived.' But they are good English, are found in our best writers, and are defended by similar constructions in other languages."]

8. Be, the prefix (originally *by*) is now used in the following ways :—

i. Prefixed to intrans. verbs it makes them trans. Thus *become* is literally 'to come near or by a thing,' then 'to be changed into it,' then to befit it.' So 'bemoan,' 'bewail,' 'bethink,' (think about or over a thing.)

ii. Prefixed to certain trans. verbs, it gives the idea of greater intensity and completeness; *as* 'besmear,' 'bepraise.' Sometimes the simple verb is not in use as in *begin, believe.*

iii. Prefixed to nouns and adjectives, it forms trans. verbs; *as*, 'bedew,' 'beguile,' 'becalm,' 'bedim.'

iv. It is used in certain combinations to form adverbs and prepositions; *as*, 'beneath,' 'before' 'below,' 'because,' (by reason of,) 'beside,' between,' (by the two.)

9. Before.

i. PREPOSITION.
Stand *before* me; *before* his arrival.

ii. CONJUNCTION. Start *before* it is too late.

iii. ADVERB. You tell me what I knew *before.*

10. Both.

i. CONJ. *e.g. Both* he and I are to blame.

ii. DEFINITE PRONOUN. *e.g. Both* of them have passed.

iii. DEFINITE NUMERAL ADJ. *e.g. Both* the boys have passed.

11. But.

i. PREP.—meaning 'only;' *e.g.* None *but* the brave deserve the fair.

ii. ADV.—meaning 'except;' *e.g.* Vice is a monster of so frightful a mien, that to be hated it needs *but* to be known.

iii. CONJ.

1. On the contrary (arrestive sense); *e.g.* He was honest, *but* he was not esteemed.
2. Otherwise than, *e.g.* It cannot be *but* nature hath some director of infinite power, to direct her in all her ways. They scorn to touch the school *but* by the proxy of the usher. *But* is in the first sentence parsed by some as a prep. meaning 'except,' and governing the noun clause 'that nature hath, &c.'
3. If not; *e.g. But for* your advice, I would have appeared for the examination. But = if not; and 'it were' is understood. *But for* is therefore equal to 'were it not for.'
4. A conj. equal to the conj. *that* and the adv. *not* *e.g.* Who knows *but* I may improve?

iv. A RESTRICTIVE REL. PRON. equal to the relative *that* and the negative *not*. It is used when the principal clause has a negative force, *e.g.* There was no one *but* did his best.

12. Do.

i. A PRINCIPAL VERB.

1. *Trans.* meaning 'to perform;' *e.g.* Six days shalt thou labor and *do* all thy work.
2. *Trans.* meaning 'to finish,' used chiefly in the participle *done*; *e.g.* As soon as the work was *done.* Have you *done* supper?
3. *Trans.* meaning 'to prepare for eating,' *e.g.* The meat is *done* on one side only.
4. *Intrans.* meaning 'to fare,' *e.g.* They asked him how he *did.* How do you *do*?
5. *Intrans.* meaning 'to answer an end,' *e.g.* One quire of paper will *do* (will be enough for the purpose.)

ii. A PRO-VERB, being used as a substitute for other verbs, *be* excepted. He speaks as well as you *do* (speak.)

iii. AN AUXILIARY VERB.

1. In interrogative sentences. *Do* you go to Tanjore?
2. In negative sentences. I *do* not go to Tanjore.
3. In assertive sentences, when the usual order of the words is reversed for the sake of emphasis, &c. Never *did* any man work so hard.
4. In emphatic sentences. Perdition catch my soul, but *I do* love thee.

13. Else.

i. AN INDEF. PRON. Naught *else*; nothing *else*. *Naught*, and *nothing* are used as adjectives.

ii. AN ADV. Where *else* will you go?

iii. A CONJ. *e.g.* You must pass this examination; *else* you will not be allowed to apply for the University examination.

14. Have.

i. A PRINCIPAL VERB.

1. To possess or own, *e.g.* The earth *hath* bubbles as the water has.
2. To cause, *e.g.* He will *have* me give him his cloth. I *had* the church accurately described to me.
3. Followed by the gerund, *have* expresses obligation and means 'to be impelled by duty,' *e.g.* I *have* to write = I am obliged to write, I must write. 'I *had* to write' expresses past compulsion or pressure.
4. To take or accept, *e.g.* Break thy mind to me in broken English. Wilt thou *have* me?

ii. AN AUXILIARY VERB. Followed by the *past participle* of another verb, *have* forms the *perfect* tenses.

1. The present and past perfect tenses, *e.g.* *Have* loved, *had* loved.
2. The perfect infinitive *active* and the perfect participle *active*, *e.g.* To *have* loved, *having* loved.

iii. THE AUXILIARY *have* IS USED WITH *been* and forms

1. When followed by a *present participle*, the progressive perfect tenses. I *have* or *had* been loving him.
2. When followed by the *past participle*, the perfect forms of the passive voice, *e.g.* I *have* or *had* been loved; *having* been loved.

15. It.

i. THE BACKWARD OR RETROSPECTIVE REFERENCE to a NOUN, an INFINITIVE, or a CLAUSE.

1. It usually refers to a NOUN going before, *e.g.* Directly in front of the *tent* and at no great distance from *it*.
2. It also points back to an INFINITIVE PHRASE, *e.g.* To resist your acts was as necessary as *it* (the resisting of your acts) was just.
3. It sometimes refers back to a CLAUSE. *e.g.* This, the red-snake began to do with the scorpion-lizard; *it* was a curious operation. *It* = What the red snake did with the scorpion-lizard.

ii. THE FORWARD OR ANTICIPATIVE REFERENCE to a PHRASE or a CLAUSE.

1. The forward reference to an INFINITIVE PHRASE is very common, *e.g.* *It* would have been difficult to tell which was its head. *It* = to tell, &c. *It* is useless arguing. *It* = arguing.
2. It also frequently anticipates a NOUN CLAUSE, *e.g.* *It* was evident that it meant to attack the spider. *It* = 'That it, &c.' The clauses are most frequently introduced by the conjunction *that*. But other conjunctions may be employed; as, *It* is uncertain *when he will come*. *It* is not known *how much we should do this year*.

iii. The INDEFINITE REFERENCE, *e.g.* How is *it* with you? *It* is all over with us. The reference may, in many cases however, be readily supplied, *e.g.* *It* (the weather) is very cold. *It* (the time) is the hush of night. The reference in all these cases is still emphatically *indefinite*. The *it* in 'it rains' is indefinitely used; this use of it is also called *the* IMPERSONAL *use*.

16. Like.

i. AN ADJECTIVE.

1. Equal in quantity, quality, or degree, *e.g.* A territory of *like* extent; men of *like* excellence.
2. Resembling, similar to, *e.g.* Who produced something so much *like* the admired copies of the masters?
   And earthly power doth then shew *likest* God's (power) when mercy seasons justice.

   Like, in the first example, is an adj., qualifying 'something' and governing 'copies' in the obj. case. In the second example, it is an adj. qualifying, 'earthly power' and governing 'God's power' in the obj. case.

ii. AN ADVERBIAL CONJ.—In the same manner as.

Like is in this case used in the same manner as the adverbial conj. *as*; *e.g.* Be strong, and quit yourselves *like* men (quit themselves). The Assyrian came down *like* the wolf on the fold (like the wolf comes down on the fold). The coming down of the Assyrian was not like the wolf, but like the wolf's coming down on the fold; hence *like* must be taken to be a *conj.* and not an *adj.*

iii. A NOUN.

1. That which is similar to another; the exact resemblance, *e. g.* He was a man; take him for all in all, I shall not look upon his *like* again.
2. A liking, fancy or inclination, *e.g. Likes* and *dislikes* (feelings of attachment and averison).

iv. A VERB.

1. *Trans.* to be pleased with or to approve of, *e.g.* Do you *like* this arrangement?
2. *Intrans.* to be pleased; to choose, *e.g.* You may do as you *like*.

17. **May** expresses

i. PERMISSION. I *may* go = I am permitted to go; *may* I enter?= Have I your permission to enter?

ii. POSSIBILITY.

He has been ill; still he *may* pass (his passing is just possible.) He *may* catch the train = it is just possible for him to catch the train.

iii. CONCESSION.

You *may* be right, but I cannot act upon that assumption. (I concede or allow your being right, but I want to be safe and do not like to act upon that assumption).

iv. *Wish*, when placed before the subject, in optative sentences. *May* God bless you = I pray God to bless you.

He told me "you may go" = He told me that I *might* go (*might* denotes past permission.)

18. **Must** means necessity in various forms.

i. Compulsion from without, *e.g.* He *must* work. The court said to the juror "The court will not allow you to be late; you *must* attend in time."

ii. Uncontrollable desire, amounting almost to physical necessity, *e.g.* He *must* have his coffee precisely at six every morning; else he feels miserable.

iii. Certainty or necessary inference, *e.g.* He was so ill prepared for the examination that his having secured so many marks is a matter of surpise; he *must* have copied from his text-books.

19. **Only.**

i. AN ADV. *e.g.* I want *only* five copies. *Only* modifies *five*.

ii. AN ADJ. *e.g.* An *only* son.

iii. A CONJ. Placed at the beginning of an assertion, it has the effect of 'but.' Both A and B are Masters of Arts; *only*, the former has established his reputation, while the latter has yet to acquire a name.

20. Other.

i. When used WITHOUT AN ARTICLE BEFORE IT.

1. is joined with plural nouns, and means 'different from those already specified;' *other* is in this case an INDEF. ADJ. *e.g. Other* books, *other* men.

2. is an *indef. adj.* meaning 'additional,' *e.g.*, Get as much *other* knowledge as you can.

3. is an *indef. pron.* having a noun form and declension; in which case it is used in the plural, *e.g.*, Some are of my opinion and *others* (other people) differ from me. Owing to these circumstances, and *others* (other circumstances) of a like nature. *Others* does not in these cases refer to any definite or known objects.

ii. When it takes THE DEFINITE ARTICLE BEFORE IT.

1. is joined with a singular, and refers to the remaining one of two. It is in this case a *definite numeral* adj. *e.g.* The links at one end of the chain are stronger than those at *the other* end.

2. is joined with a plural noun and refers to the remaining objects of the class specified. It is here also a *definite numeral adj. e.g.* Here is the first volume of Macaulay's works; I shall send you *the other* volumes to-morrow (all the remaining volumes.)

3. stands alone with the noun understood and means 'the remaining one of two.' *Other* is in this case a definite *numeral adjective* used as a *pronoun*, *e.g.* I had only two copies of the question paper; I gave him one, and you ask me for *the other*.

4. stands alone with the noun understood, meaning 'the remaining objects of the class specified.' It must here be parsed as a *definite numeral adj.* used like a noun *e.g.* This is the only mischievous boy in my class; *the others* are all well-behaved.

iii. *When* JOINED TO AN INDEF. ARTICLE, the two are united, and they become '*another*.'

ANOTHER is always singular and means:—

1. One *more*, in addition to whatever number has gone before; it is here a *def. numeral adj. e.g. Another* yet? a seventh? I'll see no more.

2. Not the same; different, *e.g.* He winked and turned his lips *another* way. It is here an *indef. adj.*

3. *Indef. Pron.* meaning 'a different one; *e.g.* Let *another* praise thee and not thy own mouth.

N. B.—*Other* and *another* are *distributive numeral pronouns* in 'love each other,' 'love one another.' *Another* is always singular. *The other* means 'the second of two,' and *another* means 'one of a number more than two.' Never say '*the* another.'

21. One is

i. A NUMERAL ADJ. *e.g.* Secure the services of *one* or two royalist gentlemen.

ii. A NUMERAL PRON. *e.g.* *One* of his first propositions was to insist on the securing of additional reinforcements.

iii. AN INDEF. PRON. *e.g.* *One* does not know what to do under such circumstances. If *one's* honesty were impeached, what should *one* do? (*One* has in this case a possessive case, but has no plural.)

iv. AN INDEF. ADJ. *e.g.* I believe it is *one* Ramasami that gave me the information; (*a certain* Ramasami).

v. A PRONOUN, with a demonstrative signification. *e.g.* This cannon was the identical *one* which he had presented to his minister; (*one* stands for 'cannon.')

vi. A NOUN, meaning 'a person,' *e.g.* The first *one* who disobeys me, I shall blow his brains out.

22. Round.

i. NOUN. 1. A turn, *e.g.* The Inspector gave us five *rounds*.
2. A step of a ladder, *e.g.*, He has reached the topmost *round* of the ladder.

ii. ADJECTIVE. Circular, *e.g.* A *round* table.

iii. ADVERB. In a circular manner. *e.g.* The wheel turns *round*.

iv. PREPOSITION. Around. *e.g.* Go *round* the city.

v. VERB TRANSITIVE. To make circular. *e.g.* What will it cost you to *round* that square table?

23. So.

i. AN ADVERB OF COMPARISON. *e.g.*, It was *so* dark that we could see nothing.

ii. We often leave the comparison unsupplied, and then it expresses intensity; *e.g.*, let not the season of youth be barren of improvement—*so* essential to your future happiness.

iii. When *so* means *therefore*, it is a CONJUNCTIVE ADVERB, or an ADVERBIAL CONJUNCTION. He ran with all his force and *so* was first.

iv. It is a CONJUNCTIVE ADVERB, when it means *similarly*; *e.g.* As the plough turns up the land, *so* the ship acts on the sea.

v. *So* is a DEMONSTRATIVE PRONOUN.

"We think our fathers fools, so wise we grow:
Our wiser sons no doubt will think us *so*."

In the first line, *so* is an adv., and in the second line, it is a demons. pron. standing for *fools*.

He says he is imprudent; do you think *so*; (*so* stands for the noun clause 'that he is imprudent.')

vi. AN ADVERB, with a demonstrative signification. *e.g.* You are clever and *so* am I. (*so* = clever.)

vii. AN INTRODUCTORY OR EXPLETIVE ADVERB, equivalent to 'well, then;' *e.g.* *So* the worse is done; Is it?

viii. A CONJUNCTION = provided that; *e.g.* "*So* I were out of prison, and kept sheep, I should be as merry as the day is long."
"Or, Hubert, if you will cut out my tongue, *so* I may keep mine eyes."

24. Some.

i. AN INDEF. NUMERAL ADJ. denoting an uncertain portion of an entire class or number. *e.g.* *Some* apples.

ii. AN ADJ. OF QUANTITY. *e.g.* *Some* rice.

iii. AN INDEF. PRONOUN. It implies quantity, when used in the *singular*, *e.g.* *Some* of his skill he taught me.

iv. AN INDEF. PRON. It implies number, when used in the *plural*, *e.g.* *Some* wish to be rich.

v. AN ADVERB meaning 'about;' it is then joined with numerals; *e.g.* *Some* ten years since; *Some* twenty feet from the ground.

25. Still.

i. ADV. 1. To this time, *e.g.* The perilous breach through which our men dashed on that fierce day of vengeance *still* remains just as it was when many a brave fellow dropped on its rugged slope.

2. Always, *e.g.* *Still* prepared for death.

3. By an additional degree, *e. g.* *Still* more majestic shalt thou rise.

ii. CONJ. In spite of what has occurred; nevertheless, *e. g.* True, it is your master that ordered you to do it; *still* you ought to have known that nothing can excuse the committing of such an audacious crime.

iii. ADJ. 1. Calm, *e.g.* A *still* evening; a *still* atmosphere.
2. Motionless, *e. g* Stand *still*.

iv. VERB. 1. To silence, *e. g.* With his name, mothers *still* babes.
2. To calm, *e. g.* To *still* the passions.

v. NOUN. Silence, *e. g.* The *still* of midnight.

Still as a verb, also means 'to cause to fall in drops,' in which case it is the abbreviated form of *distil*; in this sense, *still* is also a noun, meaning 'a boiler used in distilling liquors.'

26. That.

i. REL. PRON. *e. g.* It goes with all *that* prophets told.

ii. DEMONS. ADJ. *e. g.* You are a stranger here, or you would not ask *that* question.

iii. DEMONS. PRON. *e. g.* He carried with him a portrait of his father as well as *that* of his mother.

iv. CONJ. *e. g.* And shew *that* something lives.

The Demonstrative pronoun *that* is sometimes used with *this*, when, it means 'the former.' The relative *that* introduces adjectival clauses. The conjunction *that* introduces noun clauses and adverbial clauses.

27. The.

i. The Def. Article stands generally before

1. names of rivers. As, the Ganges.
2. names of gulfs, seas, and oceans. As, the Gulf of Cambay' the Arabian Sea, the Pacific Ocean.
3. names of *groups* of islands. As, the West Indies, the Andaman Islands.
4. names of mountain *ranges*. As, the Himalayas.
5. *descriptive* names of countries and provinces. As, the British Empire, the Punjab, the Deckan, the United States.
6. generally, such *compound* and *descriptive* geographical names as the Cape of Good Hope, the Bay of Bengal, the Isle of Man.

ii. The Def. Article is placed before a proper noun

1. when a distinguishing adjective is joined with the personal name. As, *the* martial Edward joined the Crusades.
2. when a relative clause is added to the proper name in order to particularize or single out the person spoken of and when no domonstrative adjective is used. As *I* mean *the* Edward who fought the battle of Cressy.
3. When it is intended to indicate a likeness to a celebrated person or thing. As, Kalidas is *the* Shakespeare of India. After Mr. Porter's arrival, Combaconum became *the* Cambridge of Southern India. The Viceroy has more of *the* Dalhousie in him than of *the* Teignmouth.

iii. The Definite article is placed before certain nouns, which, though not classed as proper names, cannot, from the nature of the things denoted, be applied to more than one object or set of objects;

1. when there is only one of that name or class; as, the sun, the pole star, the world, the vedas, the principal of the Combaconum College.
2. when the expressions denote important landmarks in History; as *the* Black Hole, *the* devastation of the Carnatic by Hyder Ali, *the* Magna Charta, *the* Norman Conquest.

3. when it is intended to mark emphatically the pre-eminence of an individual over others of the same class. As, he is *the* poet of the age; that is *the* student = that is the boy who deserves the name of 'student.'

iv. 1. The Definite article is often used with a national name to describe a people collectively, the whole expression being plural. As *the* English, *the* Hindus.

2. It is used with a national name in the singular to denote one person who is regarded as typical of the whole nation. As, *the* mild Hindu; *the* Hindu is not lacking in administrative talents.

v. It often denotes a genus or class.

1. When used with a class noun in the singular, it denotes either the whole of the class or a particular individual belonging to that class. As *the* eagle, *the* lizard, *the* rose; *the* liar shall not go unpunished.

2. When used with an adjective not followed by a noun, it represents a whole class, the expression being plural. As, *the* industrious seldom go unrewarded; *the* learned are always respected.

vi. It sometimes forms an abstract noun when joined to an adjective and not followed by a noun; as, all the motions of Goldsmith's nature moved in the direction of *the* true, *the* natural, *the* sweet, and *the* gentle. *The true* = truthfulness, and so on.

vii. It is joined to a few nouns to denote a profession or the members of a profession taken collectively; as *the* bar, *the* church, *the* bench, *the* army, *the* navy.

viii. It is often used with the force of a possessive adjective; as, the head was severed from *the* body and set upon a pole; I have a pain in *the* head; the slightest blow will separate it from *the* body.

NOTE that *the* in the following sentence is not a definite article, but *an adverb*. *The* harder you work, *the* greater will be your success.

See the answer to Question 48, Chapter VIII, for the cases in which no article should be used.

28. Thou, you, and ye.

In old English *thou* was the singular nominative, *ye* the plural nominative, and *you* the plural objective.

In modern English *thou* is limited to, (1) poetry, (2) poetical prose, (3) addresses to the Supreme Being, and (4) contemptuous expressions. *Ye* is now used only in poetry. *You* is the ordinary form in prose, and is used in the nom. and obj. cases.

29. Till.

i. PREP. Wait *till* next month.

ii. ADV. CONJ. Wait *till* I return.

iii. VERB. Cultivate. 'He that *tilleth* his land shall be satisfied with bread.'

In the phrases *till now* (to the present time) and *till then* (to that time), *now* and *then* are nouns governed by the prep. *till*.

30. Too.

i. AN ADVERB OF COMPARISON, with the comparison expressed.

He is *too* proud to learn = he is *so* proud *that* he will not learn.
It is *too* good to be thrown away = It is so good that it should not be thrown away.

It is *too* high for me = It is so high as not to be reached by me.

ii. AN ADVERB OF COMPARISON, with the comparison suppressed. *Too* then means '*more* than enough, more than what is just, proper or advisable.'

Do not start *too* early = do not start earlier than necessary or advisable.
You are *too* kind = you are kinder than expected.

iii. AN ADVERB, meaning 'also.'
I know that you have passed; but has your brother *too* passed?

31. We.

i. means the speaker and others associated with him. The monitor of a class, speaking for himself and his class-mates, may say "We are willing to come to school to-morrow if you promise to take us in English."

When a number of people sign a paper—say a petition—*we* is appropriately used to mean all those that sign it.

ii. is used by persons *in very high authority*, in issuing commands; as, a king may say: "*we* hereby make known to all that *we* have this day taken the government of this country into *our* own hands.

iii. is used by editors of newspapers, and authors. This is called the editorial *we*.

iv. is used in speaking of *humanity in general*: "*we* fancy that *we* shall always feel as *we* do now."

32. What.

i. An INTERROGATIVE PRON. *e.g.* *What* is noble? *What* do you say?

ii. An INTERROGATIVE. ADJ. *e.g.* *What* book do you read?

iii. A COMPOUND REL. PRON. *e.g.* Do *what* (that which) I direct you to do.

iv. A REL. ADJ. *e.g.* *What* friends he gained, he kept.

v. AN EXCLAMATORY ADJ. meaning

(1) How remarkable or how great, *e.g.* *What* folly! *What* heroic courage!
(2) How strange, *e.g.* *What* a piece of work is man!

vi. AN INTENSIVE ADV. in exclamations, *e.g.* *What* a smart fellow he is! *What* happy children!

vii. AN ADV. meaning 'partly,' *e.g.* *What* by force, *what* by policy, he took from the Christians about thirty small castles.

'I tell you *what* is elliptical for 'I tell you *what I think*, *what it is*;' *e.g.* I tell thee what, corporal, I could tear her. *What if?* = what will it matter if? *What though?* = even granting that.

SEC. II.—EXERCISES.

Frame sentences to illustrate the uses of:—

1. Second, as three different parts of speech.
2. Welcome, as a nonn, as an adjective, as a verb.
3. That, as a demonstrative pronoun.
4. So—as, (correlatives).
5. So—that, (do.)
6. Both—and (do.)
7. That—this, in the sense of 'former and latter.'
8. Since, as an adverb meaning 'ago.'
9. All, as an adverb.
10. Else than.
11. Than me.
12. As though.
13. Only, as a conjunction.
14. But, as a conjunction.
15. Better than he.
16. The less.
17. Other than.
18. Would that.
19. *Do*, used as a pro-verb.
20. *So*, used as a demons. pron.
21. *They*, used indefinitely.
22. *The*, used as an adverb.
23. *Only*, used as a conj., an adv., and an adjective.
24. *For*, used as a prep. and as a conj.
25. An adv. used as a noun, an adj., and a verb.
26. *Except*, used as a conj., and as a prep.
27. *As*, used as a rel. pron.

The uses and meanings of the prepositions *of*, *by*, *from*, &c., and of the auxiliaries, *shall*, *will*, *should* and *would* have been so fully and exhaustively treated in BAIN'S Higher English Grammar that no attempt has been made to give a summary here. The student is therefore referred to that Standard Book for the uses of those particles.

N. B.—In each of the following groups of phrases or sentences, (28—74) *the same word is used in different senses, and such words have been put in italics.*

Give the force or meaning of the italicised words:—

28. (*a*) *To*-morrow is Good Friday. (*b*) They had assembled almost *to* the promised number. (*c*) He chased them almost *to* Bressuire. (*d*) He was affected almost *to* tears.

29. (*a*) He attended the lectures *of* Mr. Wilson on Chemistry. (*b*) The stinted kindness *of* his churlish soul. (*c*) They committed the mistake *of* falling foul of each other. (*d*) The modern Dutchman is quite a different creature from him *of* modern times.

30. (*a*) Figs come *from* Turkey. (*b*) The lamp hangs *from* the ceiling. (*c*) I have known him *from* a boy, (*d*) Judging *from* his manner, he is innocent. (*e*) He acted so *from* fear. (*f*) He is *from* home. (*g*) I am released *from* my vow.

31. (*a*) To promote the benefit *of* the city. (*b*) The people *of* Athens. (*c*) Affairs *of* magnitude.

32. (*a*) Find some substitute *for* those which fail. (*b*) Allow you to manage *for* him.

33. (*a*) Birds *of* prey. (*b*) A crown *of* gold. (*c*) An animal *of* America. (*d*) Fear *of* God.

34. (*a*) His trousers were *too* tight for his muscular limbs. (*b*) He was *too* frank to be natural. (*c*) I am always *too* happy to walk with one like you. (*d*) Start before it is *too* late. (*e*) Your honor is *too* kind.

35. (*a*) Events *of* deep interest. (*b*) The skill *of* the man. (*c*) The chiefs of both the tribes were men *of* fame.

36. (*a*) He *would* read for hours together. (*b*) *Would* that it were so. (*c*) They *would* not go.

37. (*a*) All those who have tickets of admission *may* go in. (*b*) *May* Lord Ripon live long. (*c*) He *may* yet be in time to catch the train. (*d*) What you say *may* be true; but I cannot make up my mind to trust my case in his hands.

38. Dr. Bell sent for me into his closet, and asked me if I had ever heard *of* a scholar *of* his *of* the name *of* William Smith, a youth *of* seventeen years of age, who, in 1794, attended the embassy *of* Tippu.

39. (*a*) *The* more you learn, *the* more I have yet to learn. (*b*) Kalidas is *the* Shakespeare of India. (*c*) *The* lion is the king of beasts. (*d*) *The* learned are respected.

40. (*a*) *All* is not wrong. (*b*) *All* are not wrong.

41. (*a*) Some mourn *for* riches. (*b.*) He licked me *for* kindness. (*c*) I played a sad lament *for* my poor dog Tray.

42. (*a*) The gleam *of* the sun. (*b*) The crime *of* murder. (*c*) The greatness *of* power. (*d*) An island *of* Europe.

43. (*a*) I gave him *a* hundred rupees. (*b*) If *a* man love me, he will keep my commandments.

44. (*a.*) *The* lion is king of beasts, (*b*) *The* rich help *the* poor. (*c*) Poets love *the* beautiful.

(Ques. 43—4 Matric. '74.)

45. (*a.*) He, *of* them all, was most respected, as he came *of* an ancient family. (*b*) I live in the town *of* Rangoon. (*c*) what is the length *of* the leg *of* the table?

46. (*a*) All *but* three jumped into the water. (*b*) There is no rose *but* has a thorn. (*c*) He studied *but* to obtain honor. (*d*) That would have happened *but* for him.

N.B.—The construction also of the italicised words is required in this question.

(Ques. 45—6 Matric. '76.)

47. (*a*) All *of* a size. (*b*) every *other* day.

48. (*a*) You *should* be sorry. (*b*) He *would* sit for hours. (*c*) *Would* he were here.

49. How *do* you *do*?

(Ques. 47—9 Matric. '77.)

50. (*a*) My father told me I *might* go to school. (*b*) you *might* have done me a service; but you would not.

51. (*a*) My brother said that he *should* give me the money. (*b*) you *should* have done as you were told.

52. (*a*) Before breakfast, he *would* generally take a walk. (*b*) He *would* not help me though I besought him greatly.

(Ques. 50—2 Matric. '82.)

CHAPTER X.

GRAMMATICAL CONSTRUCTION.

[This chapter contains exercises bearing on the 8th and 9th chapters. The exercises in Sec. 1 have been classified so as to test the student's knowledge of the uses of various particles and the exercises in Sec. II are of an advanced character.]

SEC. I.—CLASSIFIED. *

Give the construction of the italicised in the following:—

NOUNS.

1. A *soldier* from his earliest youth, Moore thirsted for the honors of his profession.
2. You will make a good *teacher*.
3. *Honor* being lost, all is lost.
4. They fought *hand* to hand.
5. He became a *help* to his parents.
6. He died a *martyr*.
7. Why wanders she a *huntress* wild?
8. I asked him to stand *sponsor* for my child.
9. I became *apprentice* to my god-father.
10. All is still as *death*, the *trees* and bushes waving in the air.
11. I am not a *bit* angry with you.
12. I never could bring myself to do it, no *matter* how much I might desire to do so.
13. *Forest* bird.

(**Matric. '83.**)

14. A *twilight*-haze.
15. Alas! how cheerless now the mourner's breast.

(**Ques. 14—15, Matric '84.**)

16. This wall is ten *feet* high.
17. It is not worth twenty *rupees*.
18. He walked three *miles* an *hour*.
19. I read all *night*.
20. He fell ten *feet* from the roof.
21. I dreamt a *dream* last night.
22. They banished *him* the *city*.
23. Never more
   Shall Hope's sweet vision yield her *spirit* rest.

(**Matric. '84.**)

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* Exercises 1—61 are on Sec. III of chapter VIII; exercises 62—140 are on Sec. I, chap. IX.

24. They wanted to appoint some one of their number *Commander-in-chief.*

ADJECTIVES.

25. Break that staff *open.*
26. Smooth waters run *deep*
27. I found the villagers very *busy* carrying them to prison.
28. It is cultivated *more* or less in every district in Ceylon.
29. The island-shore lies *wide.*
30. They made the scene more *horrible.*

THE INFINITIVE.

31. *To speak* the truth, I knew it long ago.
32. He had no time to *attend* to it.
33. They prayed *to remain* with me.
34. *To tell* you the truth, my god-father does not understand me.
35. The banker let *go* the hand of the boy.
36. *To sell* a little over the value or a great deal, was the same thing to him.
37. He says it is useless *to tell* his name; but he is very anxious *to see* you.
38. I have no reason *to refuse to receive* him.
39. I determined *to come* here.
40. I am determined *to come* here.
41. It was pleasant *to hear* him *speak.*
42. He set out *to join* the insurgents.
43. The fate of the army is sad *to tell.*
44. He loves *to read* and reads *to know.*

(Matric. '77.)

45. Your error is much *to be regretted.*
46. *To think* of your doubting whether young men ought *to go* to college to study medicine!
47. He said there were duties *to perform* so that it was difficult for them *to attend* to the matter.

(Ques. 45—7 Matric. '82.)

WORDS IN *ING.*

48. I like *seeing* a man *attending* to his duty.
49. It is the *doing* of a *loving* father.
50. *Hunting* in a good *hunting*-field is an *exciting* pastime.
51. Let the *observing* of your *failings* make you more cautious.
52. The fairest action of our life is *scorning* to revenge an injury.

53. On *meeting* the head-master, we were told that such desultory *reading* would not do.
54. He disliked *acting* with others.
55. *Fowling* pieces.
56. They stopped *eating* their bread.
57. Horns were heard *blowing* in the woods.
58. He was seen *fighting* with a red handkerchief.
59. Donnissan was killed *attempting* a new *rising*.
60. With him *saying* was *doing*.

(**Matric. '77.**)

61. The *circling* groups.

(**Matric. '84.**)

ALL.

62. I hope he is *all* well.
63. *All* is not gold that glitters.
64. There lay the steed with his nostril *all* wide.
65. They are not *all* equally prosperous.
66. Francis *all* at once exclaimed.
67. *All* the teachers of this school work with diligence; and *all* of them are well treated.

AS, SO, SUCH.

68. He came in by the morning train *as* was his custom.
69. *As* soon *as* he comes, I shall do it.
70. If you had done *as* you were told, you would not have failed.
71. *As* is the father, *so* is the son.
72. He then spoke *as* follows.
73. *As* he ate his meat, he tore it with his teeth.
74. *Such as* he appears, I give him to you.
75. The house is not *such as* I meant.
76. *As* he was an old man, he was easily overcome.
77. *So* I went out of prison, I should be *as* merry *as* the day is long.
78. He says the boy is *so* stupid. Do you think *so*?
79. Or, Hubert, if you will cut out my tongue, *so* I may keep mine eyes.
80. He stood bolt upright *as* before.
81. *As* he said the other day, the thing came to pass.
82. They seemed gold; but they were not really *such*.
83. I have never seen *such* a man in my life.
84. We think our fathers fools: *so* wise we grow.
Our wiser sons no doubt will think us *so*.

BEFORE.

85. A box was lying *before* him.
86. I reached home *before* it was dark.
87. You ought to have told me of this *before*.
88. To-day thy note is louder than *before*.

(Matric. '83.)

BOTH.

89. They were *both* interred together.
90. *Both* he and I were present.
91. *Both* of us were present.
92. Since *both* the boys were absent, *both* of them should be punished.

BUT.

93. I had *but* placed my ear to the chink, when, &c.
94. We can do nothing *but* wait patiently.
95. If you *but* wait patiently you will be amply rewarded.
96. You will be amply rewarded; *but* you must wait patiently.
97. They rewarded all *but* one.
98. There was no member present *but* approved of your conduct in the matter.
99. He was all *but* gone; and none *but* his friends were near him.
100. *But* so it was.
101. None *but* the brave deserve the fair.
102. I can *but* go.
103. I cannot *but* go.
104. There was no one present *but* did his best.
105. There can be no post in the armies of my dominions *but* what you have just pretensions to.

IT. (Matric. '77.)

106. He thought *it* better to go.
107. *It* befitted him to make the proposal.
108. *It* shall be the greatest happiness of my life if I can attain to your friendship.
109. *It* is not in mortals to command success.
But we'll do more, Sempronius, we'll deserve *it*.

(Matric. '74.)

110. *It* is uncertain when he will come.

(Matric. '74.)

111. Even if *it* were thought to have had some excuse, such a deed ought to meet with severe censure, and *it* is the

more merited, because *it* would seem that *it* was the intention of the proprietor to involve as many others as possible in *it*.

(Matric. '75.)

ONE.

112. *One* desk is enough.

113. You have so many fine apples; but you will not give me even *one*.

114. If there be any brilliant position among men, that is *one*.

115. Here he had an opinion, probably the popular *one* of the day.

116. This cannon was the identical *one* which Louis XIII. had given to Cardinal Richelieu.

117. At the former town, *one* Gaston, a barber, headed the rising.

118. Remember, the first *one*, who disobeys me, I shall blow his brains out.

119. *One* of Cathelineau's first propositions was to insist upon the necessity of securing *one* or two royalist gentlemen to join their enterprise.

120. Two old men sat at *one* end of a table, *one* of whom shewed a vivacity rare in *one* of his years.

(Matric. '77.)

ONLY.

121. These are *only* a few of the countless uses of this tree.

122. Even my clothes are *only* rags.

123. He is my *only* son.

124. I shall reward you richly: *only* you ought not to be mischievous.

THAT.

125. *That* is the man *that* told you *that* you were not to go to *that* place.

126. He gave me *that* book.

127. *That* will do.

128. The horse *that* he bought is lame.

129. I know *that* he is prepared.

130. This palm is chiefly cultivated in those hills, and *that* for the sake of its sap.

131. I am quite aware of *that*, father.

132. His answer was not so absurd as *that* of the boy *that* said *that that that* was a relative.

WHICH, WHAT.

133. He sent for 20 lbs. of beef, *which* was cut into pieces.

134. To shew *what* a remarkable man was amongst them.
135. *What* day of the month is this?
136. *What* kind of a book is it?
137. *What* interests you so much?
138. Pray tell me *what* he was tried for.
139. *What* do you mean?
140. She did not know *what* they were going to do with her.

SEC. II.—MISCELLANEOUS.

141. A red snake *about* the *thickness* of a cane, was hanging down.
142. Snakes do not chew their food but swallow it *whole.*
143. Thirty yards at fifteen crowns *each makes* four hundred and fifty crowns.
144. You want to go *shares;* I agree to let you *have* something.
145. They kept *open* an avenue from Chollet to Bretagne—a *precaution* which the event *proved* to have been *but* too necessary.
146. Her mother was anxious that she should marry again—a *proposal* she long was *against.*
147. Rich treasures lie *five fathoms deep.*
148. His boat walks the *water* like a very *thing* of life.
149. *How do* you *do*, this *morning*, boy?
150. The lizard was twenty *feet long.*
151. He was called a *coward.*
152. *Methinks* he is wrong.
153. *It* is *but* seldom that a gentleman of your rank will condescend *to walk* three *paces* with one of mine.
154. *One* sees a hundred *such* every *day.*
155. *One* does not know what *to do* under *such* circumstances.
156. *Was* it he or his *brother who* called?
157. *Whatever impulse* you now give to your desires and passions, the direction is *likely* to *continue.*
158. They knew not *what fate* they should meet with on the other side.
159. It remains *to tell what* became of Stofflet.
160. *No* bread is so sweet as *that* we *earn.*
161. *What* is *it that* you want?
162. This is 1634, my lad, and *that* you should know since you are now 15 years of age; and *so* I should, father, replied the lad.
163. Stupid *creature that* I am, I sold it for fifteen.
164. "*That*, I *will*," cried the Magistrate.
165. *It* must have been some wicked goblin *who* did it.

166. *It* was not I *who* spoke those words.

167. It was a gift, precious and enviable beyond *what* any monarch has *it* in his power to bestow.

168. *All is not gold that glitters.*

169. Enough and no waste *is as* good *as* a *feast*.

170. The leaf is used *as* a *substitute* for paper.

171. The war in La Vendee is *as interesting* a struggle *as any* in history.

172. It will be necessary to *lay* it up in some museum *as* a curious *relic*, whose genuineness there would be many *found* to *question*.

173. Love *each other*.

174. A *deal* box was lying *open before* him.

175. I think the present *age* the *best*.

176. I found *what* you sent *me* very *useful*.

177. He walked a *mile* in *less than half* an *hour*.

178. He tried *to make* the city *richer*.

179. *Sage* beneath the spreading oak,
Sat the druid, hoary *chief*.

180. I *like* to see you do things *like that*.

181. The school is very *near* my house.

182. He did not *know* exactly what a battle was *like*.

183. *Twice* two *is* four.

184. Cathelineau fell *wounded* in the breast.

185. Four large boats were seen *fastened* with ropes.

186. He did not attempt *to eat till* his favourite had given permission.

187. He will have *me give him* his *cloth*.

188. It is a firmer conquest, truly *said*,
To win the heart than *overthrow* the head.

189. I leave *it* to you *to decide*.

190. It is very much to be regretted, but *so it is*.

191. He was devising means to *render* it *flourishing*.

192. He died *long* ago.

193. *There* is a man *there*.

194. Covered waggons creak *past* on their wooden wheels.

195. *Close* beside the fire, they placed the beggar-man.

196. I am yours *affectionately*, Ramia.

197. *In truth*, I did not know it.

198. Consider *before* you speak, *especially* when the business is of moment.

199. The old man returned with it a few *days after*.

200. *Not* a drum was heard.

201. As you must be careful *not to lie*, so you must avoid *coming* near it.

202. Be *careful not* to *interrupt* another when he is speaking.

203. *The* more it rains, the *cooler* it is.

204. The children *too* began to sigh.

205. He was kept at work *till* night.

206. He was kept at work *till* night came on.

207. The night closed *in only to find* him in all the anguish of his sorrow.

208. I shall be on the watch till the *close* of your conference; *only* take care that you are permitted to escape at all.

209. They scorn *to touch* the school *but* by the proxy of the usher.

210. *But* for its sharp fiery eyes, it would have been difficult to tell *which* was its head.

211. Nothing *but* your loyalty and *that* of a few of my subjects in Britain who are forced from their allegiance by the Prince of Orange, and *who*, I know, will be ready on all occasions to serve me and my distressed family could make me *unwilling* to die.

212. His wife *especially* lamented him; because they loved *each other* much.

213. *He excepted*, the rest may go.

214. The well in my compound measures *four yards* across.

215. He became *the* better of the two.

(Ques. 213—15 Matric. '75.)

216. The words *were*, *need*, *care* in Chap. I., Ques. 90.

217. I saw him *directly* he arrived.

(Ques 216—17 Matric. '76.)

218. *Fain would the cat fish eat;*
But she is loth to wet her feet.

(Matric. '78.)

219. *Though hand join in hand, the wicked shàll not go unpunished.*

(Matric. '80.)

220. Now this, *though it make the foolish laugh, cannot but make* the judicious grieve.

(Matric. '81.)

221. *If I am*
Traduced by ignorant tongues......
...............................*let* me say
'Tis but the *fate* of place and the rough brake
That virtue must go through.

(Matric. '82.)

222. Though thy song for ever *ring*
....
Not half the beauty couldst thou sing,
So fair the *world that* God has blest.

223. With thee, I *fain* to God would soar.

224. Sing *on*, sweet minstrel : sing
....
The glorious *opulence* of spring.

(Ques. 222—4 Matric. '83.)

225. The cold wave quenched the flame, an *omen dread*,
The maiden dare not *question*—he is dead.

(Matric. '84.)

CHAPTER XI.

ERRORS FOR CORRECTION.

SEC. 1.—CLASSIFIED.

Correct the following sentences :—

ARTICLES.

1. The managers should provide a better accommodation for the school.
2. The Viceroy and the Governor-General of India paid a visit to Madras lately.
3. The envy is cruel.
4. I saw a young and old man walk together.
5. The gold is heavier than the lead.
6. The acquiring anything valuable demands perseverance.
7. A fair and dark man.
8. He is best scholar in the class.
9. He was loved both by young and old.

DEGREES OF COMPARISON.

10. This was the worst of the five schools examined along with it.
11. Solomon was wiser than all men.
12. Quill pen is used for writing than a steel one.
13. I am elder than him.
14. He is quite better.
15. Of the two boys, James is certainly the best.

16. I can do as much or more work than James.

17. To any age, a private tutor for a single pupil, is perhaps, of all others, the worst mode of giving instruction.

18. This defeat was nothing more but a divine punishment.

TENSES.

19. This book has been published in 1872.

20. Stand up, those of you that have joined the school in the middle of last year.

21. He has come a week ago.

22. This book is belonging me.

23. I have seen you last week.

24. On Monday last, my brother has left Poona for Benares.

25. There has been rain last night.

26. He has went to your house this morning.

27. I have lent him a hundred rupees last week which he did not return yet.

28. The gentleman in his lecture observed that fever had produced thirst.

29. I have lost the game though I thought I should have won it.

30. If you told me of that yesterday, I would have been able to help you.

31. He saw that the man is excited.

32. I think I might succeed.

33. I soon expect to have finished my work.

34. I hope to have met him to-morrow evening.

35. My friend said that he will surely come.

36. He promised to have given me a book.

37. I expected from what he stated to have seen him at the head of the list.

38. I heard there is the post of your head-clerk fallen vacant.

39. I have lost game though I hoped to have won it.

40. James said that he thanks John for the word he has spoken.

41. Wherever I went, I have seen nothing but misery.

42. Columbus had fondly hoped at one time to have rendered the natives civilized and industrious.

43. I begged him that he will not delay.

APPROPRIATE PREPOSITIONS.

44. He robbed all the fruits of my orchard.

45. He was averse from reading newspapers.

46. I had no opportunity for telling him.
47. I searched my keys all the house and cannot find them.
48. You should not have prevented the gardener to do his work.
49. I am persuaded with the truth of your statement.
50. I came riding by the horse ; therefore so soon I am here.
51. In arithmetic, a lower standard is aimed.
52. Many thanks to your letter.
53. Good morning for you.
54. The Elegy is a superior poem than the Hermit.
55. Inform this to your father.
56. He went to my home in my absence and inquired from me.
57. Some dacoits robbed 100 rupees of the merchant.
58. He was tempted to feel proud in the prospect of his future greatness.

DECLENSION AND CONJUGATION.

59. He has went to Conjeveram.
60. The gentlemans' carriage.
61. This book is yours'.
62. I am your's affectionately Ramaya.
63. The door's hinges.
64. She has drank all the milk.
65. He was so tired that he laid down on the grass.

CONCORD AND GOVERNMENT.

66. Two and two were four.
67. Every man and boy have come.
68. I and you have read my lesson.
69. I have many furnitures at home.
70. A green and a yellow bird was shot.
71. Either James or John have cause of complaint.
72. Between you and I there is no friendship.
73. Each of us have separate rooms to sleep in.
74. Whose fame is more universal than Alexander ?
75. These sort of fellows are very numerous.
76. Neither of the sisters were much deceived.
77. This scissor does not cut well.
78. Each of us have papers of our own.
79. It is one of the worst books which was ever written in the English language.
80. A father or a mother's sister is an aunt.
81. An uncle or an aunt's son is a cousin.

82. They are men whose character or conduct have rendered them unworthy of belief.

83. The party of Arabi Pasha in Egypt are fast breaking up owing to the energy with which the British nation are prosecuting the war.

84. "The field is mine; and the cattle grazing in it too" said the farmer.

85. Brick and mortar made a better wall than mud.

86. Every sign of industry and every sign of talent are to be respected.

87. They are men whose profession or whose reputation regulate public opinion.

88. Some of our principal public schools have each a grammar of their own.

89. The principal is whom?

90. Who do you fancy him to be?

91. She and they I know; but who are you?

92. Whom do you think was the first to arm?

93. One should choose his friends carefully; for your character is judged by your friends.

94. Ascending up the mountain, the whole town may be seen.

95. After separating the central ribs, the leaves are cut into strips.

96. Having failed in this attempt, another was made.

97. Having checked the boy for his idleness, he was removed to a lower class.

98. Hoping that I will soon hear from you, believe me yours truly, Rama.

THE ORDER OF WORDS.

99. He not only visited Tanjore but Trichinopoly.

100. Not only he found her to be busy, but pleased and happy even.

101. His horse hurt his both forefeet.

102. Your both hands need to be washed.

103. I and you and Govind will come.

104. He learnt very well his lessons.

105. He should either apply for pension or gratuity.

106. No sooner James had spoken than his opinions adopted.

THE USE OF ONE WORD FOR ANOTHER.

107. My health was so shattered that I was inclined to dose away my time the greater part of the day. The doctor made me well by prescribing for me no more than three dozes.

108. They sentenced him guilty of murder.
109. I have broken my coat.
110. The man that tends cows is called a coward.
111. Vain is another name for weathercock
112. The tailor is able to sow clothes well.
113. Patrimony is estate left by a father, while matrimony is estate left by a mother.
114. He has manacles upon his feet.
115. A sanguine battle was fought.
116. I will love you till I live.
117. Foster has written an autobiography of Goldsmith.
118. In recent years astronomers have invented several new planets.
119. I said him message ; and he replied me.

SINCE, FOR, AGO, FROM, &c.

120. He has not been here since a month.
121. Since a week I have not seen him.
122. From a long time we had not met.
123. Since four years I am learning English.
124. Since three weeks I have not seen you.
125. I am sick since five days.
126. I am attending school since three months.
127. It is two days that I went away.
128. He has come a week ago.
129. Five days before, I was bad with fever.
130. It is a long time since I have been devoted to your interest.

USE OF UNNECESSARY WORDS.

131. I daily go to office by walking.
132. His remark was out of the right place.
133. He will be of full age next year.
134. You will be just in good time to catch the train.
135. Poetry is no any use.
136. The reason why he failed in this examination is because he was idle.
137. I graduated myself in 1882.
138. He volunteered himself to do my work for me.
139. He speaks English, Tamil, Telugu languages.
140. He is too much lazy.

SEC. II.—MISCELLANEOUS.

141. This is more better for Ramia, who, you say, you love.
142. These are they whom we imagined were our friends.

143. After the jury declared him a forgerer, the judge had convicted him.
144. I had been to Ooty in last Christmas.
145. I beg to be apologised for the liberty I have taken.
146. Why not attend upon what I say?
147. Who of three was present?
148. You why for did not send quickly to doctor?
149. There are certain things that not only cannot be done by force, but the employment of force is the surest way of preventing them.
150. Do you think I asked who were ancestors?
151. No sooner he came than Rama went away.
152. He did came; what for you went there?
153. Why you wrote a letter to him?
154. How much money you have?
155. Of what Calcutta is capital of?
156. This does not so much seem to be owing to the want of physical powers, but rather to the absence of vehemence.
157. I fear I will not be able to go with you.
158. I hope I will succeed.
159. I would have died if you did not help.
160. It is to the last part of his speech that he remarked.
161. It is very far for walk.
162. I was too much busy when you called.
163. Buy some vegetable.
164. Do not be hurry.
165. Ceylon is in the south of India.
166. The zillah surgeon, being also jail superintendent, has to be in jail every morning.
167. I do not know to swim.
168. Reading, including manuscript, was good.
169. I beg to offer for one of the posts.
170. The judge decided the case to him.
171. My friend ordered for many new books wishing to exert much before examination.
172. I have come to satisfy the wants which you felt from a long time.
173. He would not be persuaded but what I was greatly at fault.
174. Since two months I went to school daily.
175. Thou nature, partial nature, I arraign.

(Ques. 172—75 Matric. '74.)

176. The number of rude stone monuments in India is

probably as great, or even greater than those found in Europe.

177. The editor has not had the report before him when he wrote that sentence.

178. He told me that nothing but vegetables are sold in this bazaar.

179. A proper amount of exercise strengthens the body instead of weakens it.

180. Two days before, the mail was an hour and a half behind, in consequence of an accident to the engine.

181. The door to promotion is as open to him as well as to his rival.

(Ques. 176—81 Matric. '75.)

182. This points to him as being the most renowned of all others.

183. Fast as he went, his pursuers follow faster.

184. The table's height is three feet.

185. I am determined he will go.

186. I am certain he shall go.

187. I never saw him before, that I know.

188. We almost never meet.

(Ques. 182—88 Matric. '76.)

189. I asked him how old is his brother.

190. I have heard persons, whom, I knew, were in the habit of saying " It is I" say instead " It is me."

191. He could not recommend both; for both were dishonest.

192. If the thing is possible, there must be any one able to do it.

(Ques. 189—92 Matric. '77.)

193. I asked him what I can do, and he said to be more industrious.

194. He threw his eye upon him in scorn, and requested whether he could distinguish black and white.

195. I will not go until a year at the least.

196. He asked them whence they came from, and they replied him from Italy.

197. Being driven by a stormy weather towards land, two of the men landed ashore while another two remained on the boat.

198. The city of Madras, having an occupation of nearly 27 square miles, makes up 36 distinct villages, and with the pur-

pose of the municipal administration, divided into 8 municipal divisions.

199. You shall seldom or ever meet upon an ungrateful person, who, if you look backward, and trace him up to his original, you shall find that he was born so; and if you could look forward enough it is a thousand for one but you shall find him also die so.

(Ques. 193—99 Matric. '78.)

200 *Which of the two following sentences is correct, and why?*

(*a*) Many were the candidates plucked in the examination.

(*b*) Many were the candidates failed in the examination.

Make the required correction in the incorrect sentence.

(Matric. '79.)

201. The news of the departure of troops were expected.

202. Every one of the regiments still keep their ground.

203. Who should you think I have engaged as my writer?

204. In the ancient days when the bows and arrows were in use in a battle-field, the pointed iron of the arrows was covered with poison; so that when it stuck in bodies of the enemies, the poison took effect.

205. The wound will kill him, were it not for his great strength.

(Ques. 201—5 Matric. '80.)

206. After he had eat a little he laid down.

207. The ship was laded with cotton.

208. Being out of work starvation stared at his face.

209. Always a new day brings with it new duties.

(Ques. 206—9 Matric. '81.)

Correct or justify the following:—

210. The lecturer stated that light always travelled from the sun to our eyes in straight lines.

211. I expected from what he stated to have seen him at the head of the list.

212. Early to bed, and early to rise, makes a man healthy, wealthy, and wise.

213. And many a holy text around she strews,
That teach the rustic moralist to die.

214. The man whom you thought was a coward, turns out to be the bravest of all.

(Ques. 210—14 Matric. '82.)

215. We should pay respect to them who are wiser and older than ourselves.

216. So great offence called for some severity in punishing the offender.

217. The objections for that proposal may be stated as thus.

218. These kinds of trees yield tough timbers.

219. English is now more universally spoken in India than before.

(Ques. 215—19 Matric. '83.)

220. It is most seldom to see so much of the land overflown.

221. When he was explained the matter, scarcely he was able not to laugh.

222. Had not the king took the flight, the issue of the battle would be different.

223. The Persians, seeing the danger in which their comrades had been, got up their horses, and after a great difficulty crossed through the river.

(Ques. 220—23 Matric. '84.)

224. He told that he was going to Madras but his brother said him he ought not to go.

225. Unless you do not walk fast you will not get to school in time.

226. In spite of my warning they persisted to walk on the edge of the pier.

227. Is there any so ignorant as not to know this?

228. Do what I will I was not able to convince him.

229. It is very difficult to work these kind of problems.

(Ques. 224—29 Matric. '85.)

230. I call into my mind that on a former occasion when the slaves were set at freedom, they at once carried up arms and began to make waste the country. Their misdeeds being brought to the light, a force was sent against them which put them to flight but it must be borne in our minds that, for a time, the fate of the country shook in the balance.

(Matric. '86.)

CHAPTER XII.

HOMONYMS AND PARONYMS.

SEC. I.—HOMONYMS.

A *Homonym* is a word used in different senses. A few such words have been given below with their

different meanings, and with illustrative examples.

1. Air.

NOUN.—1. The atmosphere.
2. Publicity ; as, the story has taken *air.*
3. A musical tune.
4. The peculiar look, appearance, or carriage of a person ; as the lofty *air* of that youth.

VERB.—To expose to the *air*. *e.g.* The room ought to be well *aired.*

2. Bear.

VERB.—1. To support and carry. *e.g.* Who will *bear* such heavy burdens ?
2. To bring forth or produce. *e.g.* to *bear* apples; to *bear* children.

NOUN.—A particular kind of wild animal.

3. Conceive.

VERB TRANS.—1. To receive into the womb and breed ; *e.g.* She hath *conceived* a son in her old age.
2. To imagine. *e.g.* You will hardly *conceive* him to have been bred in the same climate.

VERB INTRANS. To become pregnant. *e.g.* A virgin shall *conceive,* and bear a son.

4. Crack.

NOUN.—1. A crevice. *e.g.* A *crack* in a wall.
2. A sharp sound. *e.g.* The *crack* of a whip.
3. An insane man. *e.g.* They look upon you as a *crack.*

VERB.—1. To break ; as, to *crack* glass.
2. To utter smartly ; as, to *crack* a joke.

5. Defile.

NOUN. A long narrow pass as between hills.

VERB.—1. To render dirty. *e.g.* They that touch pitch will be *defiled.*
2. To soil the reputation of. *e.g.* It does not matter if your character is *defiled* by dirty hands.
3. To corrupt the chastity of. *e.g.* The *defiling* of women was one of the barbarities of the mussalmans in times of war.

6. Dun.

ADJ.—Of a dull-brown color ; as *dun* wreaths of distant smoke.

VERB.—To ask as a debtor, for payment. *e.g.* A creditor *duns* the debtor.

NOUN.—An urgent demand for payment ; as, he sent his debtor a *dun.*

7. Earnest.

ADJ.—Eager to obtain ; as, importune with *earnest* prayer.

NOUN.—1. Fixed determination. *e.g.* Give in *earnest* what I begged in jest.

2. A payment given as an assurance of serious purpose to fulfil a promise. *e.g.* When you bespeak a carriage, give the driver a rupee as an *earnest*.

3. A token of what is to come. *e.g.*

"And weary hours of woe and pain
Are *earnests* of serener years."

8. Fair.

ADJ.—1. Handsome ; as, the women are often *fair*.
2. Free from a dark hue ; as, a *fair* skin.
3. Tolerably large ; as, it has expanded into a *fair* stream.
4. Cloudless,—said of the sky ; favourable,—said of the wind or weather : as, a *fair* sky or day, a *fair* wind.
5. Frank, honest ; free from suspicion ; said of a person's character, or conduct. A *fair* man ; *fair* dealing.
6. Inspiring hope and confidence, said of promise, &c. *e.g.* When *fair* words and good counsel will not prevail on us, we must be frightened into our duty.
7. Legible ; as, a *fair* handwriting.
8. Moderate, middling ; as, the news is *fair* and good.

NOUN—A gathering of buyers and sellers, at stated intervals ; as, the Madras Fair.

9. Fell.

1. INTRANS. VERB.—Past tense of 'fall.' *e.g.* The stone *fell* with great force.
2. CAUSATIVE VERB.—(Felled-felled.) cut down.
3. ADJECTIVE.—Cruel. *e.g.* While we devise *fell* tortures for their faults.
4. NOUN.—(*a*) The skin of a beast.
(*b*) A stony hill. *e.g.* Cross*fell* ; Scaw*fell*.

10. Grave.

1. NOUN.—A tomb.
2. VERB.—To engrave ; as, to *grave* on the stones the names of his children.
3. ADJ.—Momentous, or serious ; as, a *grave* deportment.

11. Habit.

NOUN.—1. Custom ; as, a costive *habit* of body ;
2. A dress, as, a riding *habit*.

12. Hail

NOUN.—1. Frozen rain or grains and lumps of ice falling from the clouds (the pieces of ice considered separately are called hailstones.)
2. A salutation.

VERB.—1. To pour down masses of ice.
2. To call after loudly, or, to name ; as, men *hailed* me happy.

INTERJ.—As, *hail* ! my brave friend !

13. Interest.

NOUN.—1. Special attention to some object; as, so much *interest* do I feel in your affairs.
2. Share or portion. *e.g.* He has parted with his *interest* in the journal.
3. Advantage, personal or general. *e.g.* It is to your own *interest* that you work hard. You must speak to the principal about it in the common *interest* of all.
4. Influence. *e.g.* His *interest* in the secretariat must procure him rapid promotion.
5. The premium (money) paid for the use of another's money. *e.g.* He borrowed 5,000 Rupees from the chetties of Devacottah at 12 per cent. simple *interest*.

14. Labor.

NOUN.—1. Physical toil; "God hath set *labor* and rest, as day and night, to men, successive."
2. Mental exertion; as, the *labor* of compiling a history.
3. The pangs and efforts of child-birth; *e.g.* She is *in labor*.

VERB INTRANS.—1. To work; 2. to take pains; 3. to suffer the pangs of child-birth.

15. Lay.

VERB INTRANS.
1. The past tense of *lie*. *e.g.* He *lay* on the ground.
2. To produce eggs.

VERB TRANS.
1. Cause to lie, as, *lay* the book on the table.
2. To calm, as after a tempest; when the winds are *laid*.
3. To impose; as, to *lay* a tax on salt.

NOUN.—1. a meadow;
2. a song, as a soft *lay*.

ADJ. not clerical; as a *lay* brother, a *lay* preacher.

16. Letter.

NOUN.—1. One of the letters of the alphabet.
2. A written or printed message; as, the style of *letters* ought to be free, easy, and natural.
3. (*In the plural*) learning; as, a man of *letters*.

17. Light.

ADJ.—1. Not heavy; as, *a light* load; cotton is *light*.
2. Easy to be digested; as, *light* food.
3. Not heavily armed; as, *light* troops.
4. Not deeply laden; as, the ship returned *light*.
5. Trifling; as, a *light* error.
6. Easily influenced by trifling considerations, unsteady; *light*, vain person.
7. Unchaste; as, a *light* wife doth make a heavy husband.
8. Not of legal weight; as, a *light* coin.
9. Loose, sandy; as, a *light* soil.

18. **Marry.**

1. To unite in wedlock; to join a man aud woman for life and constitute them man and wife. *e.g.* The priest *married* John and Mary.
2. To disposed of in marriage. *e.g.* He *married* his daughter to my brother.
3. To take for husband or wife. *e.g.* My sister has married his brother.

19. **Match.**

NOUN.

1. A splint of wood dipped at one end in a preparation of sulphur or the like, and ignited by rubbing.
2. An equal, a mate; as, the spider was no *match* for the lizard.
3. A contest to try strength or skill, or to determine superiority. *e.g.* A solemn *match* was made; he lost the prize.,
4. A marriage. *e.g.* 'Love doth seldom suffer itself to be confined by other *matches* than those of its own making.'
5. One to be sought in marriage. *e.g.* 'She was looked upon as the richest *match* in the West.'

VERB TRANS.

1. To equal. *e. g.*
   'No settled senses of the world can *match*
   The pleasure of that madness.'
2. To show an equal competitor to. *e. g.* 'No history or antiquity can *match* his policies and his conduct.'
3. To make equal or suitable; to adapt. *e.g.*
   'Let poets *match* their subject to their strength.'
4. To marry; to give in marriage. *e.g.*
   'A Senator of Rome, while Rome survived
   Would not have *matched* his daughter with a king.'

VERB INTRANS.

To be united in marriage. *e.g.* 'I hold it a sin to *match* in my kindred.'

20. **Mean.**

ADJ. Contemptible, low; as, what a *mean* fellow he is to betray his frends!'

VERB.

1. To purpose or intend; as, I *mean* no harm.
2. To signify or denote; as, what does this sentence *mean*?

NOUN.

The middle point, rate, or degree; as, there is a *mean* in all things; observe the golden *mean*.

21. **Moment.**

Is a noun and means (1) an instant, (2) importance; as, it is a question of great *moment* to us.

22. **Open.**

ADJ.

1. Not shut. *e.g*; *Open doors.*
2. Expanded. *e.g.* He received me *with open arms* (heartily.)
3. Candid. *e.g.* The French are *open* and familiar.
4. Not settled by a decision; free to be discussed. *e.g.* An *open* question.

23. Pass.

NOUN.

1. An elevated road crossing a mountain chain; as, the Khyber *pass*.
2. A document entitling one to pass or to go and come; as, he had a *pass* to go beyond the seas.
3. State of things; conjuncture. *e. g.* Matters have been brought to this *pass*.

VERB TRANS.

1. To disregard; as, I *pass* their warlike pomp, their proud array.
2. To be enacted by; as, the bill has been *passed* by the Government of India.
3. To put in circulation; as, to *pass* counterfeit money is forbidden by the law.
4. To undergo with favourable issue an examination or the like. as, you have *passed* the F. A. Examination.

VERB INTRANS.

1. To proceed; as, *pass* on to the next village.
2. To go unheeded; as, let it *pass*.

24. Rank.

NOUN.

1. A line of soldiers.
2. Degree or grade; the *rank* of Admiral.
3. Eminence; as, a man of *rank*.

VERB.

To class; as, poets were *ranked* in the class of philosophers.

ADJ.

1. Luxuriant; as, *rank* grass.
2. Gross; as, *rank* nonsense.
3. Strong-scented; as, oil of a *rank* smell.

25. Reflection.

NOUN.

1. The return of rays, beams, sound, and the like, from a surface. *(Physics.)*
2. Contemplation; as, this delight grows and improves under thought and *reflection*.
3. Thought or opinion; as, Job's *reflections* on his once flourishing estate afflicted and encouraged him.

26. Repair.

VERB TRANS.

1. To restore to a sound state, after decay or partial destruction. *e. g.* to *repair* a house.
2. To make amends for; as, to *repair* a loss or damage.

VERB INTRANS. To go; as, to *repair* to a nunnery for safety.

NOUN. Restoration to a good state; as, materials are collected for the *repair* of that church.

27. Rest.

NOUN.

1. A state of repose; as, *rest* of body or mind.
2. A place where one may rest. *e. g.* 'In dust our final *rest* and native home.'

3. The remainder or the others; as, take an ounce and give me the *rest*; armed like *the rest.*

VERB INTRANS.

1. To cease from action; as, *rest* a while, and then you may begin work again.
2. To loan; as, to *rest* on a couch.
3. To stand on; as, the roof *rests* on four pillars.
4. To rely or trust; as, to *rest* on a man's promise.

28. Saw.

NOUN. An instrument for cutting.

VERB TRANS. To cut with a saw; as, to *saw* timber.

VERB INTRANS. The past tense of 'see'; as, I *saw* you coming.

29. Slim.

ADJ.

1. Slender, of small diameter; as, a *slim* tree, a *slim* person.
2. Slight, unsubstantial; as, a *slim* excuse.

30. Smart.

NOUN.

1. A pricking, local pain; as, the *smart* of bodily punishment.
2. Severe pain of mind; as, the *smart* of affliction.

VERB.

1. To feel a lively pain of body or mind.
2. To be punished; as, he that is surety for a stranger shall *smart* for it.

ADJ.

1. Pricking; as, a *smart* lash.
2. Vigorous; as, *smart* skirmishes.
3. Witty; as a *smart* saying or reply.
4. Fresh; as, a *smart* breeze.

31. Soil.

VERB. To foul or dirty; as, to *soil* a garment with dust.

NOUN.

1. Dirt.
2. Land; as, fame is no plant that grows on mortal *soil.*
3. Earth, that part of it which is adapted to support and nourish plants; as, plantain trees will not grow on this *soil.*

32. Sound.

ADJ.

1. Entire, free from decay; as, a *sound* apple, a *sound* ship.
2. Healthy; as, a *sound* body and a *sound* mind.
3. Supported by justice or law; as, a *sound* argument.
4. Laid on with force; as, a *sound* beating.
5. Profound or undisturbed; as, a *sound* sleep.
6. Founded in right and law; as, a *sound* title to land.

NOUN.

1. A narrow passage of water.
2. Noise; as, the sound of voices; a shrill *sound.*
3. Empty noise; as, it is the sense and not the *sound* that must be the principle.

VERB TRANS.

1. To measure the depth of; as, to *sound* a well.
2. To examine or test; as, I was in jest and by that offer meant to *sound* you.
3. To cause to make noise; as, to *sound* a trumpet.
4. To order by a sound; as, to *sound* a retreat.
5. To proclaim; as, to *sound* the praises of a great man.

VERB INTRANS.

To utter a voice; to make a noise; as, 'how silver sweet *sound* lovers' tongues.'

33. Train.

VERB.

To exercise, to discipline; as, to *train* soldiers to the use of arms.

NOUN.

1. That part of a lady's gown which trails behind the wearer; as, a lady's *train*.
2. A body of attendants; as, the King's daughter with a lovely *train*.
3. Process or course; as, things are now in a fair *train* for settlement.
4. A connected line of cars or carriages on a railroad as; I came by the morning *train*.

34. Want.

NOUN.

1. The state of being without; lack; as, a *want* of power or knowledge.
2. Poverty; as, whose eye with *want* is dim.

VERB.

1. To be without; as, it *wants* ten minutes to four.
2. To require; as, in winter we *want* a fire.
3. To desire; as, what *wants* my son?

35. Wild.

NOUN.

A desert; as, the *wilds* of America.

ADJ.

1. Living in a state of nature; not tamed; as, a *wild* boar; a *wild* cat.
2. Not inhabited; as, a *wild* forest.
3. Savage, uncivilized; as, the *wild* natives of Africa.
4. Not submitted to restraint; violent, or disorderly; as, a *wild* project; the witches were *wild* in their attire.
5. Indicating strong emotion; as, a *wild* look.

36. Will.

NOUN.

1. The faculty of selecting one of two or more objects.
2. Determination; as, act acording to your *will*.
3. A testamentary document; as, he left a *will* bequeathing half his property to me.

A PRINCIPAL VERB.

1. To determine or desire; as, they *willed* me to do so, madam.
2. To bequeath; as, to *will* one's estate to another.

AN AUXILIARY VERB to express future tense; as, he *will* not do it.

SEC. II.—PARONYMS.

Paronyms include

1. Words similar in *sound*, but differently spelt and of different meaning.

2. Words having the same derivation or conjugate words and words spelt almost alike.

1.—Words pronounced almost alike.

1. *Air* = atmosphere;
   Hair = one who inherits by law.
2. *Antique* = ancient or old;
   Antic = grotesque or ridiculous.
3. *Bare* = naked;
   Bear (verb) = to carry or bring forth;
   Bear (noun) = a wild beast.
4. *Bier* = a frame for carrying the dead to the grave;
   Beer = malt liquor.
5. *Birth* = the act of being born;
   Berth = an official position.
6. *Blacksmith* = a smith who works in iron; *blacksmith* = a smith who is black in color;
   Black Smith = a person whose christian name is *Black* and family name *Smith*.
7. *Britain* = the name of a country;
   Briton = an inhabitant of Britain.
8. *Cannon* = a great gun;
   Canon = an ecclesiastical rule or law.
9. *Cell* = a small close room;
   Sell = to dispose of by sale.
10. *Dear* = costly, or beloved;
    Deer = the name of an animal.
11. *Divers* = several; more than one but not a great many;
    Diverse = unike; dissimilar.
12. *Due* = proper, becoming;
    Dew = moisture deposited on the surface of the earth by the air, especially at night.
13. *Dying* = losing life and is the present participle of *to die*;
    Dyeing = coloring and is the present participle of *to dye*.

14. *Fair* = handsome ;
Fare = price of passage ; as, the railway *fare* to Tanjore.
15. *Feat* = an exploit ;
Feet = the plural of *foot*.
16. *Gilt* = adorned with gold ;
Guilt = an offence (do *not* spell *gilt* jewels *guilt* jewels.)
17. *Heal* = to cure ;
Heel = the hind part of the foot.
18. *Hear* = to listen ;
Here = in this place.
19. *Him* = the objective of *he* ;
Hymn = a divine song.
20. *Hole* = a cavity ;
Whole = entire ; all.
21. *Main* = chief ; principal ;
Mane = the long hair on the neck of some beasts.
22. *Marshal* = to arrange in order ; a military officer ;
Martial = warlike.
23. *Miner* = one who works in a mine ;
Minor = one not a major.
24. *Nose* = the organ of smell ;
Knows = understands.
25. *Piece* = a part or portion ;
Peace = quietness ; freedom from war.
26. *Pour* = to cause to flow ;
Pore = to look with steady attention on.
27. *Principal* = chief ; one who takes a leading part ; money on which interest is paid ;
28. *Praise* = to commend ;
Prays is 3rd pers. sing. of *to pray* (to beseech) ;
Preys is the 3rd pers. sing. of *to prey* (to seize and devour.)
29. *Queen* = the feminine of *king* ;
Quean = an immoral woman.
30. *Quiet* = tranquil.
Quite = entirely.
31. *Rain* = water from the clouds.
Reign = the time during which a sovereign rules.
32. *Right* = correct ; a claim.
Rite = a religious ceremony.
Write = to form letters with a pen or pencil.
Wright = a workman.
33. *Ring* = a circular ornament.

Wring = to twist.

34\. *Rode* = the past tense of *ride*.
Rowed = the past tense of *row*.
Road = the highway.

35\. *Rote* = mere repetition.
Wrote = the past tense of *to write*.

36\. *Sailer* = a ship which sails.
Sailor = a mariner.

37\. *Sight* = the act of seeing; faculty of seeing.
Site = a place chosen for any particular purpose.

38\. *So* = in this manner.
Sow = to scatter seeds.
Sew = to fasten together with needle and thread.

39\. *Sole* = the lowest part of the foot.
Soul = the immortal part of man.

40\. *Son* = a male child.
Sun = the great luminary.

41\. *Steal* = to rob.
Steel = iron combined with carbon, useful for making edged tools.

2.—Words spelt almost alike or allied radically.

1\. To *adapt* = to make apt or fit; as, you ought to *adapt* your style of living to your means.
To *adopt* = to take or receive as one's own what belongs to another; as, he has *adopted* the views of his opponents.

2\. *Artful* = cunning or crafty; as, an artful boy.
Artificial is opposed to what is natural, and means 'made or contrived by art;' as, an *artificial* light.
Artistic = conformable to art, or characterised by art; as, *artistic* beauty.

3\. An *artist* is one who is skilled in any of the fine arts.
An *artisan* is one who is skilled in any of the mechanical arts.

4\. *Bachelor-hood* = the state of being a bachelor;
Bachelor's hood = a hood or head-covering worn by bachelors.

5\. *Born* and *borne* are both past participles of the verb *to bear*, the former in the sense of 'to bring forth young,' and the latter in the sense of 'to carry or endure.'

6\. *Cloths* = woven fabrics used for garments.
Clothes = garments or articles of clothing.

Clothes are made of *cloths*.

7. *Conscious* = possessing the faculty of knowing; as, *conscious* beings. It also means sensible or aware; as, I am *conscious* of the benefits you have heaped upon me.
Conscientious = having regard to the dictates of conscience; as, he is a *conscientious* judge.

8. *Contemptible* is applied to that which is the object of contempt;
Contemptuous is applied to that which indicates contempt; as, a *contemptible* conduct (conduct which deserves contempt); a *contemptuous* look (a look which indicates contempt.)

9. *Cooly* is a noun meaning one who does work for hire.
Coolly is an adverb meaning 'in a cool manner,' 'calmly.'

10. *Destination* = the end of a journey.
Destiny means fate. Your *destination* is Tanjore; your *destiny* is to *suffer*.

11. *Disease* is literally want of ease, *i.e.*, illness.
Decease is literally cessation of life, *i.e.*, death. *e.g.* Of what *disease* did the *deceased* die?

12. *Dose* = the quantity of medicine taken at a time.
Doze = a short slight sleep. I fell into a sound *doze* after taking two *doses* of that medicine.

13. *Doting* is the present participle of to *dote* meaning to show excessive love; as, a *doting* father.
Dotting is the present participle of to *dot* meaning to mark with dots.

14. *Drunk* and *drunken* mean the same, *i.e.*, intoxicated; but *drunk* is always used predicatively; and *drunken* attributively; as, he is *drunk*; he is a *drunken* man.

15. *Exposure* means openness to danger.
Exposition means an explanation; as, *exposure* to cold will bring on fever; your *exposition* of the law is very sound.

16. *Few* and *a few* both refer to number. *Few* = nearly none; *a few* = a small number—some, though not many.

17. *Farther* is applied to the more distant of two objects; as, the sun is *farther* from the earth than the moon.
Further is applied to movement in advance; as the *further* end of the field.

18. *Goal* = the point aimed at; or the end or final purpose; *Gaol* is another form of *jail*.

19. *Human* = belonging to man or mankind; as, a *human* voice.
Humane = having the feelings and dispositions proper to man, *i, e.*, merciful.

20. *Imaginary* = existing only in imagination or fancy; not real.
Imaginative = full of images or fancies; proceeding from imagination, in the highest sense of the word; as, *imaginary* ills: Milton had an *imaginative* mind.

21. *Informer* and *informant* are both personal nouns from *inform*; the former is used in the sense of 'accuser or one who points out persons for punishment;' while the latter is used in the sense of 'one who gives information in general.'

22. *Ingenious* = possessed of genius; witty; as, an *ingenious* author, an *ingenious* reply.
Ingenuous = open, frank; as, an *ingenuous* statement.

23. *Intelligent* is active, and *intelligible* is passive. Intelligent = endowed with the faculty of understanding; sensible. *Intelligible* = capable of being understood. An *intelligent* man; the teacher's language should be *intelligible* even to the dullest of his pupils.

24. *Lie* is intransitive and *lay* is its past tense. *Lay* is transitive and is the causative of *lie*; *laid* is its past tense. The book *lies* on the table; he *lays* the book on the table.

25. *Luxurious* and *luxuriant* are both adjectives from *luxury*. But *luxurious* = given to luxury of bodily gratifications: *luxuriant* = growing plentifully. He leads a *luxurious* life; a *luxuriant* growth of grass.

26. *Medical* = pertaining to the art of healing disease; as, the *medical* profession or a *medical* school.
Medicinal = having the property of healing disease; as, a *medicinal* plant.

27. *Mendicity* = the state of being a mendicant or beggar.
Mendacity is the quality of being mendacious, *i.e.*, a disposition to deceive.

28. *Minister* = one entrusted with the management of state affairs; also a clergyman.
Minster is the church of a monastery; a cathedral church.

29. *Moderate* = temperate, of a middle rate.

Modest = decent, chaste. *e.g.* She is a *modest* woman, and of *moderate* stature.

30. *Momentous* = of great moment or importance.
Momentary = lasting for a moment.

31. *Observation* = the act of observing or considering attentively; or some remark made as the result thereof; as, celestial *observations.*
Observance = a strict adherence to a rule or law; as, the *observance* of the Sabbath.
Observatory = a place or building for making observations of the heavenly bodies; as, the *observatory* at Madras.

32. *Physics* = the name of a science which treats of the nature and functions of natural bodies.
Physic = something to assist nature; a medicine.

33. *Pining* = the pres. participle of *to pine* which means to waste away under pain, physical or mental as 'she is *pining* for your return.'
Pinning = the pres. participle of *to pin*—to fasten, as with a pin; as, he is *pinning* the sheets together.

34. *Populous* = full of inhabitants; numerously inhabited.
Popular = prevailing among, or liked by, the people. A *populous* town; a *popular* opinion; a *popular* magistrate.

35. *Proposition* and *proposal* represent two aspects of the verb *propose*—to lay down.
Proposition = something presented for discussion or consideration; and a *proposal* is some definite thing offered by one party to be accepted or rejected by others. *A proposition* is something to be deliberated upon; a *proposal* is something to be done. If the *proposition* be favourably received, then it would be followed by *proposals.*

36. *Receipt* and *reception* are both from the verb *receive*. *Receipt* applies to inanimate objects and *reception* to persons and such objects as are connected with the will and sentiment on the part of the giver. On the *receipt* of your letter I went to Mr. A's and met with a warm *reception*. *Receipt* also means a written acknowledgment of anything received.

37. *Regiment* = a body of soldiers commanded by a colonel.
Regimen = orderly government, a prescribed diet.

38. *Reverend* = worthy of reverence or respect.
Reverent = showing reverence. A *reverend* old gentleman; a *reverent* disciple.

39. *Robed* = the past participle of *to robe* (to dress).
Robbed = the past participle of *to rob*, *i.e.*, to steal. *e. g.* *Robed* in the garb of an ascetic, Ravana *robbed* Rama of Sita.

40. *Sanguine* = hopeful.
Sanguinary = bloody; attended with bloodshed. *e. g.* *Sanguine* of success, the general fought a *sanguinary* battle.

41. *Scarred* = the past participle of *to scar* (to mark with a scar).
Scared = the past participle of *to scare* (to strike with sudden terror). *e.g.* His cheeks were deeply *scarred* with wounds; the stags were *scared* away by the howling of the hounds.

42. *Sensuous* = connected with sensible objects; as, this poem is *sensuous* and passionate.
Sensual = devoted to the pleasures of the senses; as, *sensual* men place their felicity in the enjoyment of carnal pleasures.

43. *Striped* = the past participle of *to stripe* (to form with lines of different colors); as, a *striped* animal.
Stripped = the past participle of *to strip* (to deprive, to divest); as, he was *stripped* of his garments.

44. *Subtle* = the contracted form of *subtile*.
Subtile = lit. woven fine; hence thin; it is also used in the figurative sense of *shrewd*; but *subtle* is used only in the figurative sense of *sly* or *artful*.

45. *Jealous* and *zealous* are from the same root, meaning *to burn*. *Jealous* = suspiciously vigilant or anxiously concerned about anything; as, a *jealous* husband. *Zealous* = ardent, warmly engaged in anything; as, a *zealous* school-master. *Zeal* is a virtue; but *jealousy* is a vice.

SEC. III.—EXERCISES.

Give two meanings for each of the following words :—

1. Brand.
2. Hold.
3. Humanity.
4. Page.

Frame sentences to illustrate the metaphorical uses of the following words:—

5. Ooze.	9. Pluck.
6. Pith.	10. Flower.
7. Warm.	11. Blind.
8. Crown.	12. Tool.

13. Frame sentences to illustrate the uses of *finger* and *eye* as verbs.

14. Illustrate by short sentences the use of each of the following (1) as a noun, (2) as an adjective, (3) as a verb.

(*a*) *mean*, (*b*) *rank*, (*c*) *tender*, (*d*) *sound*.

(Matric. '78.)

Assign different meanings to the following words, according to the accent:—

15. Con'duct, conduct'.	20. Des'ert, desert'.
16. Fre'quent, frequent'.	21. August.
17. Inval'id, In'valid.	22. Gallant.
18. Ob'ject, object'.	23. Refuse.
19. Su'bject, subject'.	24. Incense.

(Ques. 21—24 Matric. '78.)

In each of the following Exercises the same word is used in different senses; such words have been italicised. Give their exact meanings:—

25. My friend who had a martial *air* about him asked Mary to sing a Scottish *air*.
26. (*a*) His *affection* for the child was great; (*b*) an *affection* of the eye.
27. (*a*) An *agreeable* smell; (*b*) I am *agreeable*.
28. Rama, take a piece of that elm *bark* and tie up the watch-dog that he may not *bark* at us as we go on board the *bark* at night.
29. (*a*) He has *become* worse under your treatment; (*b*) it does not *become* you to treat him thus.
30. (*a*) He did not *betray* any sensation of pain; (*b*) the Scots *betrayed* Charles.
31. (*a*) He has an uncommon *capacity* for work; (*b*) what is the *capacity* of this vessel?
32. (*a*) A *capital* letter; (*b*) a *capital* book; (*c*) *capital* punishment was inflicted upon him; (*d*) Calcutta is the *capital* of India.

33. (*a*) A *certain* man; (*b*) I am not *certain* about it.
34. (*a*) A *close* translation; (*b*) a *close* fight; (*c*) a *close* observer.
35. (*a*) Do not *commend* yourself; (*b*) the scheme has not *commended* itself to me; (*c*) *commend* me to your brother.
36. (*a*) He is suffering from *consumption*; (*b*) the annual *consumption* of wheat is a million quarters.
37. (*a*) *Cordial* waters; (*b*) *cordial* welcome.
38. (*a*) To inflict deserved *correction*; (*b*) to make the necessary *corrections*.
39. (*a*) A *course* of studies; (*b*) he gave dinners of several *courses*.
40. (*a*) A *critical* moment; (*b*) a *critical* notice of the book appeared in this morning's paper.
41. (*a*) He is a *curious* fellow; (*b*) I am *curious* to know it.
42. (*a*) A *dead* stop; (*b*) *dead* capital; (*c*) a *dead* body.
43. (*a*) A *deed* of sale; (*b*) valorous *deeds*.
44. (*a*) The story is *delivered* down to posterity; (*b*) he was *delivered* from danger; (*c*) she was *delivered* of a mute son.
45. (*a*) He was wandering in a *desert*; (*b*) he was rewarded according to his *desert*.
46. (*a*) He is *destined* for Madras; (*b*) he is *destined* to die.
47. (*a*) A *devoted* wife; (*b*) a *devoted* city.
48. (*a*) A *discharge* of the gun; (*b*) *discharge* of duty; (*c*) *discharge* of the prisoner.
49. (*a*) He *discovered* his satisfaction; (*b*) Columbus *discovered* America.
50. (*a*) *Distant* gun; (*b*) *distant* respect.
51. (*a*) The train is *due* at 7 P.M.; (*b*) a *due* reward.
52. (*a*) He *executed* my orders; (*b*) the murderer was *executed*.
53. (*a*) To *express* oil; (*b*) to *express* one's feelings.
54. (*a*) He has *failed* in the examination; (*b*) his heart *failed* him.
55. (*a*) A *false* statement; (*b*) a *false* friend; (*c*) a *false* construction in grammar.
56. (*a*) His hopes are well-*founded*; (*b*) the city was *founded* in 1600; (*c*) to *found* cannon.
57. (*a*) *Fresh* water; (*b*) *fresh* fish; (*c*) a *fresh* hand in the office.
58. (*a*) A *good* boy; (*b*) a *good* quarter of an hour; (*c*) a *good* workman.

59. (*a*) A *grateful* child; (*b*) a *grateful* drink.
60. (*a*) He is *hard upon* three score and ten; (*b*) my master is *hard upon* me.
61. (*a*) Satan is the *hero* of Paradise Lost; (*b*) Hercules was a *hero*.
62. (*a*) A banking *house*; (*b*) a *house* to live in; (*c*) to keep a good *house*.
63. (*a*) He is an *impertinent* fellow; (*b*) in this connection it may not be *impertinent* to remark.
64. *Keep* your shop and your shop will *keep* you.
65. (*a*) A *light* coin; (*b*) *light* food; (*c*) a *light* person; (*d*) cotton is *light*; (*e*) a woman of *light* carriage; (*f*) *light* troops; (*g*) the ship returned *light*.
66. (*a*) *Loose* sheets of paper; (*b*) a *loose* garment; (*c*) a cloth of *loose* texture; (*d*) a *loose* style; (*e*) *loose* morality; (*f*) a *loose* woman; (*g*) a *loose* epistle.
67. (*a*) Good deeds are never *lost*; (*b*) I have *lost* my purse.
68. (*a*) *Mortal* man; (*b*) *mortal* wound.
69. (*a*) He *moved* away a little; (*b*) he was *moved* at the sight of this misery.
70. (*a*) *Numbers* were present; (*b*) he lisps in *numbers*.
71. (*a*) Hear him *out*; (*b*) he went *out*.
72. (*a*) Get me some *paper* to write on; (*b*) I read a *paper* on the evils of the present judicial system.
73. (*a*) The *passage* of a crow across the room; (*b*) this is a difficult *passage* to explain.
74. (*a*) He can *play* well *on* the piano; (*b*) he *plays upon* words.
75. (*a*) A *pretty* child; (*b*) a *pretty* good book.
76. (*a*) He has *recovered* his property; (*b*) he has *recovered* from his illness.
77. (*a*) He has no *regard* for him; (*b*) in *regard* to that matter.
78. (*a*) The bird *settled* on the tree; (*b*) the matter is not *settled* yet.
79. (*a*) He is a good *shot*; (*b*) a farewell *shot*.
80. (*a*) A *slim* person; (*b*) a *slim* excuse.
81. (*a*) They gave him a *sorry* reception; (*b*) I am *sorry* to hear of his failure.
82. (*a*) He acquired a fortune in a short *space* of time; (*b*) there is very little *space* vacant in the hall.
83. (*a*) He *started* back; (*b*) I gave him a good *start* in life.
84. (*a*) He *stoops*; (*b*) he will not *stoop* to do it.

85. (*a*) In how many *subjects* are you to be examined ? (*b*) we are loyal *subjects* of the Queen ; (*c*) he *subjects* his servants to hardship.
86. (*a*) You have already *suffered* your child to enter into trade ; (*b*) he *suffered* from fever last week.
87. (*a*) *Superficial* feet ; (*b*) his knowledge is *superficial*.
88. (*a*) *Take off* a limb ; (*b*) *take off* the model in wood ; (*c*) *take off* a glass of poison.
89. (*a*) Marquis is *a title* ; (*b*) what is the *title* of the book ?
90. (*a*) His *tongue* is dumb ; (*b*) the English *tongue*.
91. (*a*) To *utter* falsehood ; (*b*) to *utter* a false coin.
92. (*a*) A *vain* attempt ; (*b*) he was *vain* of his theological learning.
93. (*a*) The *whole* nation; (*b*) the cripple was rendered *whole*.
94. Give the exact meaning of the italicised in :—
You never *mind* what I say ; but I do not *mind* that, if I can only instil into your *mind* good principles.
(Matric. '77.)
95. (*a*) *Tell* him to come ; (*b*) *Tell* me everything ; (*c*) I cannot *tell* what the matter is with him ; (*d*) Too hard study will *tell upon* your health, and that will *tell against* you in the examination.
(Matric. '78.)
96. (*a*) The *dead* of night, (*b*) A *dead* loss, (*c*) A *dead* letter, (*d*) A *dead* language.
(Matric '81.)
97. Construct sentences to show the difference in meaning between *gentle* and *genteel*.
(Matric. '77.)
98. Distinguish between *sensitive* and *sensible*.
(Matric. '78.)
99. Distinguish between (*a*) *cygnet* and *signet*, (*b*) *knave* and *nave*, (*c*) *oar* and *ore*, (*d*) *stationary* and *stationery*.
(Matric. '83.)
100. Construct sentences to shew the difference in meaning between (*a*) *official* and *officious*, (*b*) *disconnected* and *unconnected*.
(Matric. '83.)
101. Distinguish between *council* and *counsel*.
(Matric. '84.)
102. Distinguish between (*a*) *practise* and *practice*, (*b*) *feign* and *fain*.
(Matric. '84.)

103. Distinguish between (*a*) *president* and *precedent*, (*b*) *emigrant* and *immigrant*, (*c*) *practice* and *practise*. (Matric. '85.)

CHAPTER XIII.

SYNONYMS AND ANTONYMS.

SEC. I.—SYNONYMS.

Synonyms are words that have very nearly the same signification. A few select synonyms have been given here and distinguished from each other :—

1. Abdicate and resign.

ABDICATE is applied to the giving up of a high dignity or station ; while RESIGN applies to the giving up of any situation or office, high or low, or any advantage. A king *abdicates* the throne ; but a domestic may *resign* his situation. Again, *resign* implies that the thing resigned originally came from the source to which it is now given back ; but *abdicate* does no such thing.

2. About, nearly, and almost.

NEARLY = approaching very near to, but *always less than*, in however small a degree; but ABOUT = on every side of, and hence *either more or less than*. *Nearly* a mile = a little less than a mile; while *about* a mile = a little more or a little less than a mile. *Nearly* is applied to questions of quantity, time, and space: as, it is *nearly* 3 o'clock ; I walked *nearly* three miles. ALMOST is most frequently applied to questions of degree: as, it is *almost* as white as snow ; in this case *nearly* would be wrong. *Almost* is never used with a negative. 'She is not *nearly* so handsome as her sister' is correct; the use of *almost* in such a sentence would be wrong.

3. Alone and only.

AL-ONE and ON-LY are forms of the definite numeral *one*. *Alone* is an adv. and aways modifies the word or words immediately going *before* it. The adv.

only modifies the word or words immediately *following* it, except when it stands at the end of a sentence. The adj. *only* is placed before the noun it qualifies. *Only* means 'that one, and not another;' *alone* means 'by oneself, not accompanied by any one.' I went there *alone*. He *alone* came, when he had been requested to come with his brothers. I want *only* five Rupees. I went there *only* to oblige them.

4. **Anger and resentment.**

ANGER is the general term for expressing our keen sense of disapprobation for whatever we feel to be wrong, whether in the case of ourselves or of others. But RESENTMENT is the reaction of the mind against personal injury or insult, seeking to make itself felt, is more or less lasting, and is hard to be removed.

5. **Besides and moreover.**

BESIDES and MOREOVER both agree in expressing an additional fact. But while *moreover* implies that what is added is of some importance, *besides* implies that, though stated with a view to add weight, the case would have been good enough without it. 'I cannot well go out to-day as I am much engaged; *besides*, it is beginning to rain:' 'there will be always war among men, so long as ambition reigns in human hearts; *moreover*, other causes are perpetually at work.'

6. **Corpse and carcase.**

CORPSE is applied to the dead bodies of human beings: while CARCASE is applied to those of brutes, except in disparagement.

7. **Cheat and dupe.**

CHEAT and DUPE both mean to *deceive*, as verbs; but as nouns, a *cheat* is one who *deceives* others; while a *dupe* is one who *is deceived by* others.

8. **Clatter and splash.**

CLATTER is the name given to the repeated and abrupt sounds formed by the striking together of hard bodies; while SPLASH is the noise made by striking the water.

9. **Constant, continual, and perpetual.**

COSNTANT = unchangeably fixed; as, a *constant* mind or purpose. CONTINUAL = occurring in steady and

rapid succession; as, a round of *continual* calls. PERPETUAL = never or rarely coming to an end or admitting of no termination; as, *perpetual* noise.

10. Continuous and continual.

CONTINUOUS is the stronger word; while *continuous* admits of no interruption in *space*, CONTINUAL admits of no interruption in *time*, though admitting intervals. In other words, while *continuous* denotes absolute and uninterrupted continuity or union of parts, *continual* marks a close and unbroken *succession* of things rather than absolute continuity. '*Continual* showers' implies a repetition with occasional interruption; but '*continuous* showers' would imply that there was absolutely no cessation at all during the whole period.

11. Desert and leave.

LEAVE is a general term, while DESERT implies a violation of duty. He *left* Madras for Bombay yesterday. The general *deserted* his post on the arrival of the enemy.

12. Despair and despondency.

DESPONDENCY is less violent but more lasting than *despair*. DESPAIR implies a total loss of hope, which *despair* does not, at least in every case. *Despair* sometimes impels a man to violent action; *despondency* is followed by no effort or action.

13. Durable and enduring.

DURABLE = lasting, and has specific reference to physical influences; a *durable* material is one which will bear wear and tear, weather, and the like. But ENDURING has reference to moral influences, involving such ideas as remaining firm under trial, &c.; as, enduring happiness; enduring friendship.

14. Economy, frugality, and parsimony.

The ECONOMICAL man spares expenses according to circumstances, and adapts his expenditure to his means; he may make a limited income turn to the best account for himself and his family. The FRUGAL man spares expenses on himself; he may be liberal to others, while he is frugal towards himself; he may, with a limited income, be enabled to save

money. The PARSIMONIOUS man saves from himself as well as from others; he has no other object than saving; he may with a limited income accumulate large sums of money.

15. **Eatable, edible, and esculent.**

ESTABLE is applied to anything that can be eaten *whether raw or cooked*. But EDIBLE is applied only to those *that may be eaten only when cooked*; while ESCULENT is applied to such eatables as are juicy and nourishing; as, *edible* fish, *esculent* fruits.

16. **Embarrassed, perplexed, and puzzled.**

We are PUZZLED when our faculties are confused by what we cannot understand, by moral or physical contradictions which we cannot reconcile or clear. We are PERPLEXED when we are unable, in consequence of contending feelings or views, to arrive at an opinion or to pursue a definite line of conduct. We are EMBARRASSED when something or other interferes with our free action in matters of action, thought, or speech. The *perplexed* person does not know which way to turn; the *embarrassed* person moves, but with difficulty. A school boy is *puzzled* by a difficult sum.

17. **Firmness and obstinacy.**

OBSTINACY and FIRMNESS both mean the same except that the former is used in a *bad* sense, and the latter in a *good* sense.

18. **Flash, glitter, and gleam.**

FLASH differs from GLITTER and GLEAM in denoting a wide extent of light suddenly appearing and disappearing, while the other two are steadier, though less violent, emissions of light. *Gleam* and *glitter* have much in common; *gleam* is commonly used of light not very brilliant, but undeveloped, yet steady and trying to make itself visible through surrounding darkness; as, the first *gleams* of the sun at dawn; and we speak of diamonds as *glittering*, as they emit light only in the sense of reflecting it.

19. **Forsake and relinquish.**

FORSAKE is literally the opposite of *seek*, *i.e.*, to aim at separation. It implies previous union; *e.g.*, we *forsake* relatives to whom we are naturally bound.

To RELINQUISH is to give up under pressure of some influence or compulsion, and implies some previous struggle. A wounded hand may be compelled to *relinquish* its grasp. *Forsake* implies *fault* in the person that does so ; *relinquish* implies *regret*.

20. Give and offer.

To GIVE expresses plain, direct, and unqualified bestowal. But TO OFFER is of a more contingent nature, as it involves the question of acceptance on the other side. *To offer* is simply to propose to *give*.

21. Guess and know.

We GUESS when we do not KNOW a thing. Our knowledge in the former case is not founded on certainty, whereas in the latter case, it is some certain piece of knowledge.

22. Happiness and pleasure.

HAPPINESS results from a *conscious* enjoyment of an aggregate of good things; it is applied to every degree of consciousness of well-being, and is not applicable to mere animal gratification irrespective of the *mental state*. While PLEASURE embraces almost every *feeling* or *sensation* (as opposed to mental state) which is not painful.

23. Hope and expect.

The anticipation of the future is common to HOPE and EXPECTATION. In proportion as it is *welcome*, we *hope* ; in proportion as it is *certain*, we expect. We may *expect*, but not *hope* for, what will cause us pain.

24. Huge, big, vast, immense, and enormous.

All these terms express excessive size. VAST refers to space ; and BIG and HUGE to bulk ; but *huge* is the stronger word and denotes great size with shapelessness or massiveness preponderating over proportion. ENORMOUS is used of size far exceeding the proper average or standard, and is therefore awkward or unpleasing. IMMENSE is what goes beyond all bounds. A man of *enormous* strength ; the *vast* dominions of our Queen-Empress ; he is a *huge* mass of flesh ; he is too *big* a boy for this class ; *immense* and boundless ocean.

25. Indigence and poverty.

POVERTY expresses the want of even the necessaries of life; while INDIGENCE denotes a relative poverty—poverty in respect to such things as are necessary to keep up a man's position in life. It is commonly applied to persons of some standing in society.

26. Laughable, ludicrous, and ridiculous.

LAUGHABLE, which means exciting or worthy of laughter, may be regarded as the generic term, while LUDICROUS and RIDICULOUS express different modifications of the *laughable*. *Ludicrous* denotes that which is personally *laughable*, but without any contempt or pity. But *ridiculous* conveys the idea of contempt or pettiness where we expect some gravity.

27. Manacles and fetters.

MANACLES are used for fastening the hand, and FETTERS for fastening the feet.

28. Old and ancient.

OLD refers to what has long existed and still exists; ANCIENT refers to what existed at a distant period, but does not necessarily exist at present. A fashion is *old* when it has been long in use; a custom is *ancient* when its use has long been passed. *Old* is opposed to *new*, and *ancient* to *modern*. Both *ancient* and *old* are applied to things subject to gradual decay. We say, an *old* man, an *ancient* record, but never the *old* sun. We talk of *ancient* republics and not *old* republics.

29. Persevere and persist.

To PERSEVERE is to continue in a given course in spite of discouragements with a view to obtain our end; to PERSIST has commonly an unfavourable force meaning "to continue from a determination of a will not to give up." *Persevere* is employed of graver matters than *persist*. *Persistence* is inactive and mental; *perseverance* is active and practical. *Persevere* refers to the *doing* of a thing; *persist*, to the *motive*. A boy *perseveres* in his studies, *persists* in playing. We *persevere* in study; *persist* in an opinion.

30. Possible and practicable.

POSSIBLE = capable of existing or occurring—not being contrary to the nature of things. PRACTICABLE denotes what may be effected by human agency. What is *possible* may not be *practicable.* Archimedes thought it *possible* to lift the world, but it has been found not to be *practicable.*

31. Pride and vanity.

PRIDE is an exaggerated estimate of the deference due to what *really* exists in us. A proud man therefore converts his superiors into his equals and his equals into his inferiors. VANITY, which is literally emptiness, means something unreal; it is an excessive desire of applause or admiration for what we generally *do not possess;* he is too *proud* to be *vain.* It differs from pride in referring to what is connected with one's own person. One is *vain* of good looks, talents, success, &c.; but *proud*, not *vain*, of titles and estates.

32. Prudence and wisdom.

PRUDENCE is a virtue by which we select the right means' for given ends, while *wisdom* implies the selection of right ends as well as right means. WISDOM implies the union of high mental and moral excellence; *prudence* rather consists in avoiding danger than in taking measures for the accomplishment of an object. Sir Robert Walpole was a *prudent* statesman but not a *wise* one.

33. Remember and recollect.

REMEMBRANCE is an exercise of the power of reproducing past impressions when things occur to our thoughts without any effort on our part; but RECOLLECTION implies a distinct effort to collect again or call back what is already formed in the mind. *Remembrance* merely expresses the simple action of retaining in the mind a knowledge of the past, while *recollection* implies the exercise of the memory. I cannot *recollect* all the circumstances of the story, but I can *remember* it generally.

34. Rivalry and emulation.

EMULATION is a desire to excel and a tendency to make efforts in that direction; it does not of necessity

imply any unworthy feeling. But RIVALRY is a personal contest, and almost, of course, gives rise to envy, &c., as it consists in trying to get something for oneself which others are also trying for. *Emulation* aims at honour; *rivalry* at mere selfish gratification.

35. Universal and general.

A GENERAL rule admits of exceptions; but a UNIVERSAL rule has no exceptions. *Universal* is opposed to individual; *general* to particular. The foresight of Government is directed to the *general* welfare; the providence of God contemplates the *universal* good.

36. Wonder and marvel.

WONDERS are natural and true and arise from our inexperience; but MARVELS seem nearly or quite incredible, being too much out of the ordinary course of things. The *wonderful* takes our *senses* by surprise, and the *marvellous* does the same with our *reason*. The *wonderful* is opposed to the common and the *marvellous* to the probable. Nature abounds with *wonders*; and romances are full of the *marvellous*.

SEC. II.—ANTONYMS.

Antonyms are words having opposite meanings. A few antonyms are given below :—

Words.	*Their antonyms.*
1. Absence.	1. Presence.
2. Ago.	2. Hence.
3. Almost.	3. Scarcely *or* hardly.
4. Always.	4. Never.
5. Approach.	5. Recede.
6. Barren.	6. Fertile.
7. Beautiful.	7. Ugly.
8. Brave.	8. Cowardly, timid.
9. Collectively.	9. Separately.
10. Densely.	10. Thinly.
11. Devious.	11. Direct, straight-forward.
12. Early.	12. Late.
13. Economy.	13. Waste, prodigality.
14. Expand.	14. Contract.
15. Ferocity.	15. Mildness, gentleness.
16. Foreign.	16. Domestic, native.

Words.	*Their antonyms.*
17. Forward.	17. Backward.
18. Hitherto.	18. Hereafter.
19. Ignominious.	19. Honorable.
20. Misery.	20. Happiness.
21. Necessary.	21. Unnecessary, optional.
22. Numerous.	22. Few.
23. Occasional.	23. Constant, frequent.
24. Open.	24. Shut, reserved.
25. Orthodox.	25. Heterodox.
26. Particular.	26. General.
27. Plebeian.	27. Patrician, aristocratic.
28. Plentifully.	28. Scantily.
29. Previous.	29. Subsequent.
30. Preserve.	30. Damage, destroy.
31. Profound.	31. Shallow.
32. Rear.	32. Van, front.
33. Rich.	33. Poor.
34. Right.	34. Wrong.
35. Scarcity.	35. Plenty.
36. Seldom.	36. Always, often.
37. Selfish.	37. Self-denying, disinterested.
38. Sharp.	38. Blunt.
39. Sound in 'a sound apple.'	39. Unwholesome, rotten.
40. Sound in 'a sound sleep.'	40. Disturbed.
41. Sound in 'a sound title to land.'	41. Imperfect, defective.
42. Speculative.	42. Practical.
43. Success.	43. Defeat.
44. Temporary.	44. Permanent.
45. Tragic.	45. Comic.
46. Vicious.	46. Virtuous.
47. Vigilance.	47. Carelessness.

SEC. III.—EXERCISES.

Fill up the blanks in each of the following questions with the Synonyms given in section I:—

N. B.—The blanks in the sentences in Ques. 1. should be filled up by the synonyms in No. 1 of Sec. I, and the blanks in Ques. 2 by the synonyms in No. 2 of Sec. I, &c.

1. *a.* King James II was held to have——his post, when he fled from the country and thus ceased to administer the Government.

b. What more reasonable than that we should in all things——ourselves to the will of God.

c. He would not——his claims to the property without an effort.

2. a. The snake was——the thickness of a cane.

b. I called on him when he was——to start.

c. This sofa is not——so well made as the one we saw yesterday.

d. You have answered——as well as your brother.

e. I had to run——two miles before I was able to catch sight of the thief ; and at the second milestone, I overtook him.

3. a. Here we stand——,
As in our form distinct, pre-eminent.

b. Hath the Lord spoken——by Moses ?

4. a. Can heavenly minds such high——show,
Or exercise their spite in human woe ?

b. You feel——when a child breaks your glass chimney ; you feel——when an evil-natured neighbour burns or destroys your documents.

5. a. I was not able to call on you as I did not know your place of residence ;——I was very busy and had very little leisure.

b. His knowledge of English does not seem to be sufficiently good for teaching this class ;——he seems to think that the pay offered is not sufficiently high. It is therefore very unlikely that he will be appointed.

6. a. In a few days the spaniel sickened and died ; the lion would not believe that his favorite dog was dead, but kept continually rousing the dog, in the hope that it would awake and prevented the keeper from removing the——of the spaniel.

b. The poison administered turned the unsuspecting captain into a——

7. a. Mr. W. Jones represented himself as the agent of a respectable London Firm and secured an advance of Rs 5,000 from a Bank in Bombay on the strength of a forged letter of credit purporting to have been signed by the London Firm. Mr. Jones was admitted to be a clever——insofar as he had been able to make a banker his——

8. a. His spirits withered with the——of his manacles.

b. The carriage drove past——mud.

c. The surf was high, and he moved on; his clothes were wetted by the——of water.

9. *a.* The world and all that it contains are subject to——change.

b. And there cut off.
From social life, I felt a——death.

c. The eye is delighted by a——succession of small landscapes.

d. I am——to my purposes; they follow the king's pleasure.

10. *a.* We have now a——line of Railroad from Madras to Bombay.

b. If I am exposed to——interruption I cannot pursue a——train of thought.

11. *a.* I——the papers in the care of my assistant.

b. Your soldier friend has——the army.

12. *a.* The city was surrounded at night by a very large army of Thebans, but the citizens fought with all the courage of——, and kept the enemies at bay till succour arrived.

b. Others depress their own minds and——at the first difficulty.

c. The people when once infected lose their relish for happiness and saunter about with looks of——

13. *a.* The foundation of the building is——.

b. How can you expect the friendship of selfish men to be——?

14. *a.* It is impossible to march close up to the frontiers of *frugality* without entering the territories of——.

b. Your——I suppose begins now to be settled; your expenses are adjusted to your revenue.

c. His expenses are adapted to his circumstances; he spends enough on himself and on others and is not extravagant. Such a person must be called——. If however he will spend enough neither upon himself nor upon others, he must be called——.

15. Oranges are——fruits; mangoes and plantains are——; mutton is——.

16. *a.* I have been trying to solve this riddle for the past one hour; the riddle has——me beyond expectation.

b. Having learnt French only recently, he was—— when he was made to talk to the consul in French.

c. What was thought obscure,——and too hard for our weak parts, will lie open to the understanding in a fair view.

17. *a.* Still with thy——steel my breast.

b. Every degree of——in youth is one step to rebellion.

18. *a.* The morning light——upon the earth.

b. A drew-drop——in the sun.

c. Names which have——and thundered as the watch-words of unnumbered struggles.

19. *a.* He has been struggling hard to get his claims recognized; and though he has been repeatedly told that he stands no chance of promotion, he will not ——his claims.

b. Friends and flatterers——us in adversity.

20. *a.* I——a thousand Rupees for his ring, but had to ——him a hundred Rupees more to strike the bargain.

21. *a.* He who——the riddle shall have the ring.

b. Do not——; do you——the meaning of that passage?

22. *a.* Use your——; if your love do not persuade you to come, let not my letter.

b.——subsists not in the good of one but in the good of all; ——consists in seeking ease for oneself.

23. *a.* The young man——to live many years.

b. The old man——to die in a few years.

24. *a.* Eager they viewed the prospect dark and deep, ——was the leap, and headlong hung the steep.

b. He bore a——iron mace.

c. He hewed the——giant to the ground.

d. The distance between the sun and the earth may be said to be——; the distance between the poles is vast.

e. His body is a——mass of flesh.

25. *a.* What is——to a gentleman would be affluence to a laborer.

b.——is apt to betray a man into envy, riches into arrogance.

c. If we can but raise him above——a moderate share of good fortune and merit will be sufficient to open his way to whatever else we can wish him to obtain.

26. *a.* And others of such vinegar aspect
That they'll not shew their teeth in way of smile,
Though Nestor swear the jest be——.

b. His stories were highly——, representing some in a——, and some in a——point of view.

c. Vanity makes men——'

27. *a.* My heels are——, and my hands are——.

b. They bound him with——of brass, and he was not free to run.

28. *a.* The——republics of Genoa and Venice were known for their commerce.

b. These are——paintings, they must have been much more attractive in the beginning.

29. *a.* Make up your mind as to what will be most beneficial to your country; get your countrymen to appeal to Government repeatedly; if you do not succeed in your first attempt, do not get discouraged;——and you will succeed in the end. But if it is proved to you that your cause is unjust and that your proposals are impracticable, do not——in agitating for the same reform; but take up a better, more useful and more practicable reform.

30. *a.* It is just——that your scheme may be sanctioned; but can you make the scheme——? I am afraid, not.

b. If you expect Government to grant you the privileges you seek, you must place before them practical and——proposals for granting you such privileges.

c. You must shew not only that the reform you advocate is——but that it is——.

31. *a.* 'Tis an old maxim in the schools
That——is the food of fools.

b. He is born of a noble family and is a man of parts; and his——will not permit him to recognize the abilities of such scholars as you.

c. He is weak-minded and you will please his——by paying him an occasional compliment.

32. A statesman may get credit for——by avoiding such questions of reform as are likely to call forth influential opposition from interested quarters; but he can lay no claim to——, if he will not make bold to carry out reforms that have become neccessary

and that his successors will be forced to grant a few years hence.

33. *a.* I——your having sent me a copy of your address on Business Education; but I do not——where I placed it.

b. I——your having delivered an address on Educational Reforms; but I do not——when it was that you delivered it,

34. *a.* When in a town there are two good schools, each tries to——the other; this brisk competition proves beneficial; and, if one of them becomes stronger than the other, it merely stimulates action without engendering feelings of envy or jealousy. If, however, a new school is started in the town with no funds and with the sole object of securing a livelihood for the masters, this school will try to——the old schools, without regard to consequences.

b. As Virgil——Homer, Milton was the——of both.

35. *a.* These rules will be found——, though not—— applicable; for there are only a few cases in which these rules may not hold good.

b. Cholera——proves fatal.

36. *a.* By merely placing his hand on the patient, he is said to be able to effect——cures.

b. That he should have been able to succeed so well in his profession in such a short time is——.

37. Introduce the following pairs of words into sentences of your own, either one word or one pair in the same sentence:—

(*a*) gold (adj.), golden, (*b*) beside, besides (prep.) (*c*) late (adv.), lately, (*d*) hard (adv.), hardly.

(Matric. '75.)

38. Form one short sentence to shew the distinction in meaning between:—

(*a*) Remember, and remind, (*b*) too much and very.

(Matric. '77.)

39. Distinguish between, (*a*) notorious and famous, (*b*) custom and habit.

(Matric. '78.)

40. Write down two pairs of sentences, illustrating the uses of (*a*) elder and older, (*b*) later and latter.

(Matric. '81.)

CHAPTER XIV.

SIMILAR PHRASES AND SENTENCES.

SEC. I.—WORDS FOLLOWED BY DIFFERENT PREPOSITIONS.

1. *Break with.* To fall out; or quarrel. 'He dare not *break with* me, as he is wholly dependent on me.'
   break into. To enter by force. 'In his absence, thieves *broke into* his house and carried off all his jewels.'
   break down. To fail in any undertaking. 'The fund *broke down* almost at the outset.'
   break up. To disperse. 'The meeting *broke up* exactly at 9 P. M.'
   break out. To appear suddenly as a fire or disease; as, a fire *broke out* in the village and destroyed fifty houses.
2. *Cast up.* To compute or to reckon; as, to *cast up* accounts; also to vomit.
   cast away. To throw away; as, the *slough* is the skin *cast away* by the serpent.
   cast down. To deject or depress, as the mind; as, 'he is *cast down* in his spirits.'
3. *Come about.* To come to pass. 'How did these things *come about?*'
   come at. To reach; to come within reach of. One should *come at* a true knowledge of himself, before he can be called a 'knowing man.'
   come of. To issue or to proceed from, as a descendant or as a consequence. '*Of* Hereford's high blood he *came.*' 'This *comes of* your carelessness.'
   come off. To depart from; to escape. 'He *came off* victorious from the struggle.'
   come out. To become public; to be published. 'The third edition of his Notes has *come out.*'
4. *Compare with.* Things are compared *with* each other, in order to find out their relative value or excellence —to shew the *difference* between two objects.
   compare to. One thing is compared *to* another to show the likeness or *similarity* existing between

them. 'In point of learning, he is not to be compared *with* his rival candidate, though he is far superior to him in natural abilities.' 'Burke compares the parks of London *to* the lungs of the human body.'

5. *Confer on.* To bestow on; 'God has *conferred upon* us gifts without number.
confer with. To converse with; The king was *conferring with* his prime-minister about state affairs.

6. *Consist of.* To be made up of; and is used when we wish to indicate the parts which unite to compose a thing. 'Macaulay's Miscellanies *consist* chiefly *of* articles which were first published in the *Edinburgh Review.*'
consist in. To have foundation or substance in; to lie in; and is used when we wish to indicate the true nature, object or result of a thing. Our safety *consists in* a strict adherence to duty. Prudence *consists in* avoiding danger.

7. *Correspond with.* Denotes the carrying on of intercourse by means of letters; as, to *correspond with* a friend.
correspond to. Denotes that things stand off against each other in such a manner as to be mutually adapted to each other; as, this *corresponds to* what I predicted. The vocative case *corresponds* to the eighth case in Tamil.

8. *Dispense* = to distribute. 'The steward *dispenses* provisions according to his directions.'
dispense with. To permit the neglect or omission of; to suspend the operation of. Please *dispense with* all formalities in my case. They *dispensed with* his services.

9. *Enquire of.* Is used before the person asked; as, to inquire *of* a neighbour.
enquire after. Is used when a person or place is sought, or something is missing; as, he enquired *after* the right road.
enquire concerning. Is used before the subject of inquiry; as, his friends enquired *concerning* his welfare. *After* is also used in this sense.

10. *Fall on.* To begin suddenly and eagerly; as, 'Fall on and try the appetite to eat.' To assail; as, 'He fell on him and tore him to pieces.'

fall in. To concur; to agree; 'your views *fall in* with public opinion.' 'Learned men cannot be persuaded to *fall in* with your projects.'

fall in with. To meet; 'the merchants *fell in with* a band of robbers, who robbed them of everything they had.'

fall out. To quarrel; 'children ought not to *fall out* with each other.' *To happen*; there *fell out* a bloody quarrel between the frogs and the mice.

fall off. To withdraw; 'his subscribers *fell off*.' To die away; words *fall off* by disuse.' To forsake, to abandon: 'friends *fall off* in adversity. To drop; 'fruits *fall off* when ripe.'

fall to. To begin hastily and eagerly; 'they *fell to* eating their supper, having starved the whole day.' To apply one's self to; 'they *fell to* raising subscriptions.'

11. *Go about.* To endeavour; they never *go about* to hide or palliate their vices.

go on. To proceed; 'he *went on* with the story.'

go out. To become extinct; 'the candle *has gone out*.'

go over. To read, to peruse; 'did you *go over* the book?' To examine; 'the inspector asked me to *go over* these slates.'

go through. To accomplish, to finish; 'I *went through* the book and found it useful.' To suffer or bear; he *went through* his misfortunes with astonishing patience.

go under. To be talked of or known, as by a title or name; they *went under* the name of reformers.'

12. *Good for.* useful as; all qualities that are *good for* anything are founded originally in merit.

good at. Skilful in; he is *good* especially *at* Arithmetic.

13. *Hold in.* To restrain one-self; as, he was tempted to laugh, and could hardly *hold in*.

hold out. To last, not to yield or give way; as 'the general *held out* against the enemy for two months, but had at last to yield.'

hold forth. To proclaim.

hold off. To keep at a distance ; as, '*hold off*, or I will blow your brains out.'

14. *Leave off.* To desist from ; 'he *left off* work at 6 o'clock.' To forsake ; as, to *leave off* an old acquaintance.
leave out. To omit ; as, 'do not *leave out* my name in drawing up the list.'

15. *Made of.* Is used before the material of which anything is made ; 'this lamp is *made of* brass.
made for. To move toward ; as, the crew were *making for* Bombay, when they were overtaken by a storm.

16. *Provide for.* To procure supplies, or, to take measures for counteracting an evil ; 'I have set apart Rs. 2,000 to *provide for* the education of my child.'
provide with. To furnish or supply with ; 'Rome, by the care of the magistrates, was well *provided with* corn.

17. *Put up.* To live ; as, where do you *put up* ? To offer publicly ; as, to *put up* goods to sale. To place out of sight ; as, where have you *put up* that letter ?
put over. To place in authority ; as, to *put a general over* the division of an army. To postpone ; as, the court have *put over* the case to the next term.

18. *Take to.* To apply to ; to become attached to ; as, he has *taken to* evil practices. To resort to ; as, if men of learning *take to* business they generally discharge it more honestly than men of the world.
take after. To resemble ; 'The son *takes after* his father:
take off. To remove ; as, to *take off* one's hat. To swallow ; as, to *take off* a glass of wine.

19. *Taste of.* *Taste* means 'the quality or savor of any substance as perceived by means of the tongue,' as the *taste of* an orange ; or 'intellectual relish,' as he had no *taste of* popular glory.
taste for. *Taste* here means 'critical judgment' or aptitude ;' as, he has no *taste for* mathematics (or music).

20. *Throw off.* To discard ; as, he *threw off* all sense of shame.
throw away. To spend in vain ; as, to *throw away* time.
throw out. To cast out, reject ; as, 'the bill was *thrown out*.' To give utterance to ; as, to *throw out* insinuations against another.

SEC. II.—EXERCISES.

Give the exact meanings of the italicised in the following:—

1. Whence did you first of all *set out?*
2. Just *look at* them through the window.
3. The managers have *dispensed with* the services of two of their masters.
4. The daughter generally *takes after* the mother and the son after the father.
5. This table is *made of* sandalwood.
6. When *did* your first edition *come out*?
7. Thieves *broke into* his house last night, and, *breaking* his cash-chest *open*, *carried away* the major portion of the money that he had *put by* these five years.
8. *Take off* your coat, and let me see your chest.
9. What have you a taste for, Mathematics or History?
10. During the course of our conversation he *threw out* a suggestion which was *taken up* and *acted upon* by all those present as being the most sensible solution of our difficulties.
11. The Amildar of Mysore *corresponds to* the Tahsildar of Madras.
12. Do you *correspond with* that friend now?
13. He *fell in with* a party of dacoits and was tortured.
14. How did you *come at* this result?
15. *Go on* with the recitation, and I shall judge if you have *gone through* your lesson.
16. *Provide* yourself *with* the necessaries of life before you think of luxuries.
17. You will *confer* a favor *on* me if you grant me this one request.
18. Re-write, substituting equivalent words or phrases for the italicised:—

(*a*) *Look at* those beautiful clouds, (*b*) *look for* the key I have lost, (*c*) *look over* the dictation exercise, (*d*) *look on* while we play this game, (*e*) *look* after the luggage, (*f*) *look out!* or the carriage will run over you.

(Matric. '75.)

19. Illustrate by sentences the idiomatic use of the following phrases:—

(*a*) Take in, take off, take to, take over, (*b*) set to, set in, set up, set over.

(Matric. '78.)

20. Introduce the following with their appropriate prepositions in sentences of your own :—

(1) Care, (2) take care, (3) inform, (4) to side.

(Matric. '79.)

Give the exact meanings of the italicised in the following:—

21. (*a*) He *ran down* the man's character, (b) the lease of the house has *run out*.
22. (*a*) I can *put up with* his impertinence no longer, (*b*) his father was very much *put out* at what he did.

(Ques. 21—22 Matric. '82.)

SEC. III.—SIMILAR PHRASES.

Distinguish between :—

1. (*a*) The two first, (*b*) the first two.
2. (*a*) The whole body of the Athenian, (*b*) the whole body of the Athenians.
3. (*a*) A portrait of the queen, (*b*) a portrait of the queen's.
4. (*a*) A desert country, (*b*) a deserted country.
5. (*a*) A half-roasted kid, (*b*) half a roasted kid.
6. (*a*) One-bullock bandy, (*b*) one bullock-bandy.
7. (*a*) A ship full of slaves, (*b*) a ship-ful of slaves.
8. (*a*) Two spoonfuls of milk, (*b*) two spoons full of milk.
9. (*a*) The office of secretary, (*b*) the office of the secretary.
10. (*a*) In hearing the philosopher, (*b*) in the hearing of the philosopher.
11. (*a*) Take air, (*b*) take the air.
12. (*a*) Half a rupee, (*b*) a half-rupee.
13. (*a*) Mr. Smith, the headmaster of the *late* Town School, (*b*) Mr. Smith, the *late* headmaster of the Town School, (*c*) the *late* Mr. Smith, headmaster of the Town School.
14. (*a*) In the east of Bengal, (*b*) to the east of Bengal.
15. (*a*) To lie in wait, (*b*) to lie in the way, (*c*) to lie at the heart, (*d*) lie on the hand.
16. (*a*) My brother and father's friend, (*b*) my brother and my father's friend, (*c*) my brother's and father's friend, (*d*) my brother's and my father's friend.
17. (*a*) The three men, (*b*) three of the men.
18. (*a*) A man of fortune, (*b*) a fortunate man.
19. (*a*) Twenty-odd volumes, (*b*) twenty odd volumes.
20. (*a*) On hand, (*b*) by hand, (*c*) at hand, (*d*) in hand.

21. (*a*) Each chief and headman, (*b*) each chief and each headman.
22. (*a*) My boy companion, (*b*) my boyish companion, (*c*) my boyhood companion.
23. (*a*) Ring-finger, (*b*) finger-ring.
24. (*a*) Take heart, (*b*) take to heart.
25. (*a*) The historian and traveller, (*b*) the historian and the traveller.
26. (*a*) A most entertaining book, (*b*) the most entertaining book, (*c*) a very entertaining book, (*d*) too entertaining a book.
27. (*a*) Youth, (*b*) a youth, (*c*) the youth.
28. (*a*) To give ear, (*b*) to give chase, (*c*) to give out, (*d*) to give oneself up,
29. (*a*) At length, (*b*) at last.
30. (*a*) To break the heart, (*b*) to break the ice, (*c*) to break loose.
31. (*a*) To take to one's heels, (*b*) to take place, (*c*) to take effect.
32. (*a*) Pick a quarrel with, (*b*) pick holes in another's coat, (*c*) pick up knowledge, (*d*) to pick another's pocket.
33. The italicised in:—
    (*a*) He was *brought to* his lodgings, (*b*) at last he was *brought to* by the skill of the doctor, (*c*) she was *brought to bed* of a son.
34. (*a*) Virtue, (*b*) a virtue, (*c*) the virtue.
    (Matric. '74.)
35. Distinguish between *by and by*, and *by the bye*.
    (Matric. '77.)
36. (*a*) This *goes for* nothing with me, (*b*) it will *go hard with* him when his case comes before the High Court.
    (Ques. 34—36 Matric. '82.)

SEC. III.—SIMILAR SENTENCES.

Distinguish between the sentences in each of the following groups:—

1. (*a*) He went home direct; (*b*) he went home directly.
2. (*a*) The rod was weighed; (*b*) the rod was weighted.
3. (*a*) He did it once; (*b*) he did it at once.
4. (*a*) He struck the man dead; (*b*) he struck the dead man.
5. (*a*) It was late when I drove to your hall; (*b*) it was lately that I drove to your hall.

6. (*a*) My dewan corresponds with his prime minister; (*b*) my dewan corresponds to his prime minister.
7. (*a*) John is better than any boy in the class; (*b*) John is better than any other boy in the class.
8. (*a*) We searched him; (*b*) we searched for him.
9. (*a*) I asked the prisoner; (*b*) I asked for the prisoner.
10. (*a*) He reached Madras in the same time as I did; (*b*) he reached Madras at the same time as I did.
11. (*a*) Only a few listened to the speaker; (*b*) not a few listened to the speaker.
12. (*a*) I will dismiss you and you shall be ruined; (*b*) I shall dismiss you and you will be ruined.
13. (*a*) Did you not go to Madras? Yes: (*b*) did you not go to Madras? No.
14. (*a*) Hand it to me; (*b*) hand it over to me.
15. (*a*) He works hard; (*b*) he hardly works.
16. (*a*) He tried not to swallow the medicine; (*b*) he did not try to swallow the medicine.
17. (*a*) They enjoyed the luxury of the bath; (*b*) they enjoyed the luxury of a bath.
18. (*a*) He reads as well as writes; (*b*) he reads as well as he writes.
19. (*a*) I consulted the doctor; (*b*) I consulted with the doctor.
20. (*a*) If he be a great man; (*b*) if he is a great man, (*c*) if he were a great man.
21. (*a*) He loves John better than I; (*b*) he loves John better than me.
22. (*a*) He could not do it in time; (*b*) he could do it in no time; (*c*) he could do it at no time.
23. (*a*) As for his insincerity, I feel no doubt; but what you say is true; (*b*) as for his insincerity, I feel no doubt *but what* you say is true.
24. (*a*) He slew his only son; (*b*) he only slew his son, (*c*) he slew his son only.
25. (*a*) He took her to wife; (*b*) he took her to his wife; (*c*) he took her for his wife.
26. (*a*) He has left Tanjore; (*b*) he has left for Tonjore.
27. (*a*) *I* am not sure he said that; (*b*) I am not *sure* he said that; (*c*) I am not sure *he* said that, (*d*) I am not sure he *said* that; (*e*) I am not sure he said *that*.

[*N. B.—The emphasis in each of these five sentences is on the italicised word.*]

28. (*a*) You can go ; (*b*) you may go ; (*c*) you shall go.
29. (*a*) What do you want ? (*b*) Which do you want ?
30. (*a*) He was not a little pleased with it ; (*b*) he was a little pleased with it ; (*c*) he was little pleased with it.
31. (*a*) He is well ; (*b*) he is well off.
32. (*a*) He writes large ; (*b*) he writes largely.
33. (*a*) He is wearied of travelling ; (*b*) he is wearied with travelling.
34. (*a*) I do not believe him ; (*b*) I do not believe in him.
35. (*a*) They are not all equal ; (*b*) they are not at all equal.
36. (*a*) The boys are most persevering ; (*b*) the boys are mostly persevering.
37. (*a*) Everything was in place ; (*b*) everything was in its place.
38. (*a*) The door was open ; (*b*) the door was opened.
39. (*a*) John is wanting ; (*b*) John is wanting in English.
40. (*a*) The young man is full of promise ; (*b*) the young man is full of promises.
41. (*a*) He is in possession of the king ; (*b*) he is in the possession of the king.
42. (*a*) He is unfortunately great ; (*b*) he is greatly unfortunate.
43. (*a*) He was disappointed of the letter ; (*b*) he was disappointed in the letter.
44. (*a*) He is absent in Madras ; (*b*) he is absent from Madras.
45. (*a*) See if he does it ; (*b*) see that he does it.
46. (*a*) He went there himself ; (*b*) he went there by himself.
47. (*a*) He did not do it one day ; (*b*) he did not do it in one day.
48. (*a*) He was not a little astonished ; (*b*) he was not in the least astonished.
49. (*a*) The letter reached him safe ; (*b*) the letter reached him safely.
50. (*a*) He has gone to Bombay ; (*b*) he has been to Bombay.
51. (*a*) I wonder if he is there ; (*b*) I wonder that he is there.
52. (*a*) The third master is wanted ; (*b*) a third master is wanted.
53. (*a*) He went to school ; (*b*) he went to the school.

54. (*a*) He is wiser than any Greek; (*b*) he is wiser than any other Greek.
55. (*a*) The good and brave man died; (*b*) the good and the brave man died.
56. (*a*) They beat up for Barcelona; (*b*) they beat up for recruits.
57. (*a*) I doubt not but God will bless you in it; (*b*) I doubt not that God will bless you in it; (*c*) I doubt that God will bless you in it.
58. (*a*) I hoped to see you; (*b*) I hoped to have seen you.
59. (*a*) He has to start to-morrow; (*b*) he was to start to-morrow.
60. (*a*) They gave him more than I; (*b*) they gave him more than me.
61. (*a*) If I can I will; (*b*) if I could I would.
62. (*a*) I was asked to take a chair; (*b*) I was asked to take the chair.
63. (*a*) I can but go; (*b*) I cannot but go.
64. (*a*) I met *a* man; (*b*) I met *one* man.
65. (*a*) He spoke *little*; (*b*) he spoke *a little*.
66. (*a*) Valmiki was *a Homer*; (*b*) Valmiki was *the Homer* of India.

(Ques. 64—66 Matric. '74.)

67. (*a*) He arrived *late*; (*b*) he arrived *lately*.
68. (*a*) I dare *say*; (*b*) I dare *to say*.

(Ques. 67—68 Matric. '77.)

69. (*a*) He *looked over* my paper; (*b*) he *overlooked* my paper.
70. (*a*) He brought me two *cup-fuls* of marbles; (*b*) he brought me two *cups full* of marbles.
71. (*a*) James said that John *should* do so; (*b*) James said that John *would* do so.

(Ques. 69—71 Matric. '78.)

72. (*a*) *Any* of these men is brave; (*b*) *any one* of these men is brave.
73. (*a*) This is *a* most valuable book; (*b*) this is *the* most valuable book.

(Ques. 72—73 Matric. '83.)

74. (*a*) I found the road *easy*; (*b*) I found the road *easily*.
75. (*a*) *Little* business was done at the meeting; (*b*) *a little* business was done at the meeting.
76. (*a*) I like my master better than *him*; (*b*) I like my master better than *he*.

(Ques. 74—76 Matric. '84.)

77. (*a*) Distinguish between he forgot to do the exercise; (*b*) he forgot how to do the exercise.

78. (*a*) This picture is one of my brother; (*b*) this picture is one of my brother's.

(Ques. 77—78 Matric. '85.)

CHAPTER XV.

PHRASES AND IDIOMS.

SEC. I.—PHRASES.

1. *A diamond of the first water.* A diamond of the highest excellence—perfectly pure and transparent.
2. *Throw down the gauntlet.* To challenge. When one knight challenged another, he threw his gauntlet on the ground, and if the challenge was accepted, the person to whom it was thrown picked it up.
3. *Blow hot and cold.* To be inconsistent. To pronounce an opinion at one time, and to alter that opinion shortly after.
4. *To be brought to bed.* To be delivered of a child; as she was *brought to bed of* a son.
5. *To be brought to book.* To be made to give an account; to be taken to task. *e.g.*, the secretary was *brought to book* for having spent various sums of money without sanction.
6. *A panacea for all evils.* A remedy for all evils; *Panacea* = a universal remedy.
7. *To bilk a creditor.* To evade payments due to a creditor.
8. *To dun a debtor.* To press a debtor for payment.
9. *To throw cold water upon.* To discourage; to be indifferent to. *e.g.* The Local Government submitted a scheme for the relief of the famine-stricken population; but the Supreme Government *threw cold water upon* it.
10. *To play upon words.* To make a pun upon words; *e.g.* The *hand* is the *hand*maid of all the senses.
11. *To set on foot.* To begin or give a start to. *e.g.* Arrangements were *set on foot* to relieve the oppressed ryots of Chingleput.

12. *To take heed.* Take care; *e.g.*, *take heed* that you do not take what is not yours.
13. *To lend ear.* To listen; *e.g.*, do not *lend ear* to what my enemies may say of me.
14. *To answer the purpose.* To be sufficient for the purpose; *e.g.*, if you cannot get me a sofa, an easy chair will *answer my purpose* just as well.
15. *To take advantage of.* To make the best use of a favorable state of things; *e.g.*, it is not fair that you should *take advantage of* his ignorance and make him sign such a document. A teacher should *take advantage of* every opportunity to instil moral principles in the minds of his boys.
16. *To put to sea.* To set sail; to begin a voyage; *e. g.* After a short stay in this harbour, they again *put to sea* yesterday.
17. *To prevail upon.* To persuade; *e. g.*, I at last *prevailed upon* him to accompany me.
18. *Good offices.* Kind acts; *e. g.*, the greatest decorum has to be observed in the bestowing of *good offices.*
19. *To blow one's own trumpet.* To sound one's own praises; *e. g.* It is a sure sign that your reputation is sinking if you have to *blow your own trumpet.*
20. *At the tip of his tongue.*
21. *At his fingers' ends.*
22. *Under the thumb of.* } *At his fingers' ends* and *at the tip of his tongue* are phrases meaning 'quite ready.' *Under the thumb of* is a phrase implying contempt and subjection; *e.g.*, he has the answer *at his fingers' ends* or *at the tip of his tongue.* The Tahsildars are all *under the thumb of* the Sheristadar.
23. *To make away with.* To carry away unlawfully; as, he was punished for having *made away with* my jewels.
24. *To strike a bargain.* To ratify an agreement—originally by a striking or shaking of the hands; *e. g.*, do not stick at a few annas; *strike the bargain* at once.
25. *To have the best of.* To gain the advantage; *e. g.*, in a recent bull-fight, the bull *had* the best of it, the poor man being torn to pieces.
26. *In the course of life.* At some time or times during life; *e. g.*, we meet with so many obstacles to success *in the course of our life.*
27. *Catch sight of.* To see, notice; *e. g.*, while passing

along the road, I *caught sight of* a serpent pursued by a hound.

28. *Turn pale.* To lose color in the cheek in consequence of fear, surprise, &c.; *e. g.*, the narration of his misfortunes made me *turn pale.*

29. *Pass for.* To be taken for or accepted as; *e. g.*, some time back, an American beggar *passed for* an agent of a well-known French firm, and imposed on the Madras agents of that firm.

30. *Make an example of.* To make a thing serve as a warning or caution to others; *e. g.*, we should *make an example of* a few such impertinent students and punish them well.

31. *To be at home on.* To be familiar with; *e. g.*, he talks of celestial objects, as if he were perfectly *at home on* the subject of astronomy.

32. *At full speed.* As rapidly as possible; *e. g.*, I saw him riding *at full speed.*

33. *In person.* Not by deputy or representative; *e. g.*, The Collector examined the treasury *in person*; the Viceroy commanded the troops *in person.*

34. *In one's element.* In the sphere natural or suited to one; *e. g.*, he is *in his own element* when lecturing on law, but out of his element when treating of politics.

35. *Give credit to.* To believe in the truth of; *e. g.*, how can I *give credit to* the statements of one that is known to be a liar.

36. *Give the lie to.* Charge with falsehood, prove to be untrue; *e. g.*, your actions *give the lie to* your words.

37. *To take to one's heels.* To flee; *e. g.*, the coward *takes to his heels* when he finds his enemy too strong for him.

38. *Take part in.* To join, to share; *e. g.*, do you purpose to *take part in* our rejoicings?

39. *Act a part.* To behave like, to do the work of; *e. g.*, he *acted the part* of a fool; which of you will *act the part* of Harichandra in the stage to-night?

40. *In good part.* In a favourable light; *e. g.*, take it *in good part* = interpret it favorably.

41. *In part.* In some degree, partly; *e. g.*, your essay is, *in part*, good.

42. *Put to bed.* To deliver of a child; *e. g.*, a trained midwife was engaged *to put her to bed* this time.

43. *To be in the family way with.* To be pregnant with; *e. g.*, his father died when his mother was *in the family with* Krishnan, her second son.

44. *To hunt for a needle in a haystack.* A haystack is a large pile of hay in the open air. To hunt for a needle in a haystack is to attempt to do an impossible thing; for, a search for a needle lost in a haystack cannot prove successful.

45. *To give audience to.* To listen; to allow another to report to you all that he has got to say, generally applied to high personages; *e. g.*, the king was interrupted while *giving audience to* the Chinese ambassador.

46. *Strike a tent.*
47. *Pitch a tent.* } *Pitching* a tent is fixing firmly or planting a tent; and *striking* a tent is taking down the tent. The two phrases mean the opposite of each other. Tents were *pitched* to accommodate the guests; and as soon as they left us, we *struck* the tents.

48. *To cut a bad figure.* To attract attention by producing a bad impression on others; to behave so as to make others entertain a low opinion; *e. g.*, he *cut a bad* (sorry) *figure* in the Supreme Legislative Council, to which he was sent as our representative.

49. *To keep at bay.* To defend oneself successfully against large numbers of the enemy; *e. g.*, for seven months, the little district *kept* that gigantic force *at bay*.

50. *Through thick and thin.* Through all obstacles and diffculties; *e. g.*, through perils both of mind and limb, she followed him *through thick and thin.*

51. *To lie in wait.* To wait in concealment, watching for an opportunity to attack; *e.g.*, frequently, they used *to lie in wait* for a band of republicans they knew to be approaching.

52. *To lie flat on one's face.* To lie prostrate on the ground; to lie with the face towards the ground and the back turned up; to lie prone; *e. g.*, the moment they see the flash, they *lie flat on their faces*, and let the iron-shower whiz overhead.

SEC. II.—EXERCISES.

Explain the following sentences :—

1. Fate has cut and shuffled the cards for you.
2. He does not suffer the grass to grow under his feet.

3. He weaves ropes with sand.
4. He has been ailing of late.
5. He was not to be cowed by these threats.
6. Unless you study hard, it is two to one that you will fail.
7. He is merely *malingering*.
8. We can then afford to *live down* such reports.
9. I am a very poor *fist at* lunch.
10. The weakest must *go to the wall.*
11. He has too many *irons in the fire.*
12. The driver swore that he *would take the law of his fare.*
13. He is yet *in his teens.*
14. She is like the aunt *in the face.*
15. She *was consumed with* grief.
16. The gown would fit her friend *to a nicety.*
17. She accepted her presents after just the proper degree of hesitation and reluctance.
18. To give you an idea of the splendour of the palace *would beggar all description.*
19. I became acquainted with him when he was *in the meridian* of life.
20. There is *no royal road to* knowledge.
21. I should be *painting the devil too black*, were I to say that revenge was his chief incentive.
22. They took *a leap in the dark.*
23. Truth lies at the bottom of a well.
24. He gave me the cold shoulder.
25. He soon pushed his way as doctor into the front ranks.
26. Four-in-hand driving is the fashion of the day.
27. A laugh was raised *at his expense.*
28. Experience is the best of schoolmasters, only the school fees are heavy.
29. They knew that the goddess of discord was in the air.
30. After all, it is I that must *bear the brunt.*
31. He had not sufficient parental sternness to admit of his *driving his son well into harness.*
32. They played into each other's hands.
33. Sitting down at once, he *made a clean breast of it.*
34. She was not to be pumped by this little cross-questioner.
35. She had only one thought to sleep and wake upon.
36. An ox is taken by the horns, a man by his tongue.
37. He lost the parent in the severe censor.
38. He composed himself to sleep.
39. A tax *was imposed upon* him.
40. He *was imposed upon* by the shopkeeper.

41. He bids fair to do it.
42. He quite lost his head.
43. You must take heart and try again.
44. We were at one on the subject.

(Ques. 41—44 Matric. '81.)

45. His father *set him up* in business.
46. He was *quite knocked up with his long walk.*
47. The people are all *up in arms.*
48. It was a *drawn game.*

(Ques. 45—48. Matric. '85.)

49. The matter was *lost sight of* entirely.
50. I am quite *in the dark* as to his intentions.
51. He *set his face against* the proposal.
52. He *turned a deaf ear* to my request.

(Ques. 49—52. Matric. '86.)

CHAPTER XVI.

FIGURES OF SPEECH.

SEC. I.—FIGURES OF SPEECH EXPLAINED.

A figure of speech is a deviation from the plain and ordinary modes of speaking with a view of producing greater effect.

1. A **simile** is an *express* comparison between one object and another; one object is said to resemble another and some sign of comparison (*as*, *like*) stands between them.

As the plough turns up the land, so the ship acts on the sea.

Here the unknown relation between a ship and the sea is described by saying that it is similar to the known relation between the plough and the land.

2. A **metaphor** is the comparison *implied* in the language used. It is a compressed simile.

The simile asserts that the relation between the ship and the sea is *like* ploughing. The compressed simile or metaphor goes further and asserts that the relation between the ship and the sea *is* ploughing; the relation between the plough and the land is *transferred* to the ship and the sea. Thus :—

The ship ploughs the sea.

The expansion of a metaphor into a simile.

The simile consists of four terms :—(1) the known subject, (2) its known action, (3) the subject whose action has to be described, (4) the action to be described. If these four terms are ascertained, the expansion becomes easy. The metaphor to be expanded is. "The ship ploughs the sea." Here *the ship* is the third term, *acts on the sea* is the second term ; since this action is described to be *ploughing*, the first term ought to be '*the plough*,' and the second term '*turns up the land*.' When these four terms are set down, insert *as* before the first two terms and *so* before the third and fourth terms. Thus :—

		As
1st term	Known subject	*the plough*
2nd term	Known action of the subject	*turns up the land.*
		so
3rd term	Subject whose action has to be described	*the ship*
4th term	The action to be described	*acts on the sea*

3. An **allegory** is a continued comparison, or a composition in which the language is figurative throughout.

Abstract truths are represented by sensible objects, or human affairs are described under the image of the conduct of the lower animals and of the processes of nature.

4. **Personification,** which implies comparison, is that figure by which the lower animals and inanimate objects are endowed with the powers of human beings, especially with the power of speech.

Can *wisdom* lend, with all her boasted power,
The pledge of *joy's* anticipated hour?

5. **Apostrophe** is a personification of the second person, in which the inanimate and the absent are addressed as if they were persons and were present;

O Death, where is thy sting?

6. **Metonymy** is the figure by which a thing is named by some accompaniment that is more forcible or suggestive.

(*a*) The sign for the thing signified; as, the *crown* or *sceptre* for royalty.
(*b*) The instrument for the agent, as 'Cromwell set up parliaments by *the stroke of his pen.*'
(*c*) The container for the thing contained; as, the *purse* for money; the *kettle* boils.
(*d*) The effect for the cause; as, the *shade* for trees.
(*e*) An author for his work; as, they read *Milton*.

7. **Synechdoche** consists chiefly in naming a part by the whole, or the whole by some part of it.

(*a*) A part for the whole; as 'fifty *sail*' for 'fifty ships.'
(*b*) The whole for a part; as, the smiling *year* for 'the spring.'
(*c*) The material for the thing made of it; as, the glittering *steel* for 'the sword.'

8. **Hyperbole** is the figure of exaggeration; as, rivers of blood and hills of slain.

9. **Epigram** is the figure of *apparent* contradiction. There is an apparent contradiction between the form of the language and the real meaning. *e. g.*,

'The child is the father of the man' really means that the qualities of a person, when he grows to manhood, depend upon his qualities when a child.

10. **Irony** is the figure of *real* contradiction. Irony expresses the opposite of what is meant. *e. g.*,

Dr. Johnson wrote to the Earl of Chesterfield: "To be so distinguished is an honor, which, being very little accustomed to favors from the great, I know not even how to receive or in what terms to acknowledge."

11. **Antonomasia** puts an individual for the species; as, every man is not *a Solomon*; you are a *Kamban*.

12. **Climax** is a figure of speech by which the sense is made to advance by successive steps, *e. g.*, It is an outrage to *bind* a Roman citizen; to *scourge* him is an atrocious crime; to *put him to death* is almost a parricide, but to CRUCIFY him—what shall I call it?

13. **Antithesis** consists in the explicit statement of the contrast implied in the meaning of any term or description, *e. g.*,

Men may come and men may go;
But I go on *for ever*.

14. **Paronomasia** or pun is a play on the various meanings of the same word. *e. g.* The *hand* is the *handmaid* of them all.

15. **Asyndeton** is the omission of connectives, to make a statement more energetic. *e. g.*

The wind passeth over it—it is gone.

16. **Hyperbaton** is purposed inversion for the sake of greater emphasis. *e. g.*

Down came the stump on the palm of his hand.

17. The **Transferred epithet** is a figure by which *an epithet* is shifted from its proper subject to some allied subject or circumstance. *e g.* Hence to his *idle* bed.

SEC. II.—EXERCISES.

Point out and explain fully the figures of speech in the following:—

1. New thoughts and new inclinations like a rush of pent-up waters, have swept all before them.
2. Enterprise expanded with the cracking up of superstition.
3. Grey hairs should be respected.
4. The Bar should be respected by the Bench.
5. In whatever clime His Providence hath cast the seed of life, we are all children of one great Father.
6. Yon toilsome mountain.
7. Open your hospitable door.
8. And the might of the Gentile, unsmote by the sword,
   Hath melted like snow in the glance of the Lord.
9. You will be the dread and envy of them all.
10. Is the sabre nobler than the humble spade?

11. The gladsome current of our youth,
Ere passion yet disorders,
Steals lingering like a river smooth
Along its grassy borders.

12. As the sun breaks through the darkest clouds, so honour peereth in the meanest habit.

13. Louder than the bolts of Heaven,
Far flashed the red artillery.

14. They were swifter than eagles and stronger than lions.

15. The oak is the pride of the forest.

16. The Taj Mahal is the pride of India and the admiration of the world.

17. He is a citizen of no mean city.

18. Nelson, with twenty sail, went in pursuit of the enemy.

19. The river is bridled with a curb of stone, called the Upper Anicut.

20. Fortune frowned on him.

21. My heart melts with compassion.

22. The sheen of their spears was like stars on the sea.

23. Thou addest but fuel to my hate.

24. Coming events cast their shadows before.

25. Oh! where does faithful Gelert roam,
The flower of all his race,
So true, so brave, a lamb at home,
A lion in the chase.

26. Richard I., a lion in valour, distinguished himself in the crusades.

27. The army melted away like a mass in a state of dissolution.

28. They were fighting in behalf of royalty.

29. He was carried on by the river of fugitives.

30. Henry had become suddenly old.

Expand the metaphor into a simile in Exercises 31—35.

31. He was the architect of his fortune.

32. Idleness is the nursery of sinful thoughts.

33. The vicar gathered round him the wrecks of his shattered family.

34. The tempest of their sorrow shook the bosoms of the brave.

35. Industry is the foundation of success.

(Matric. '80.)

Compress the simile into a metaphor in Exercises 36—38.

36. The Assyrian came down like the wolf on the fold.
37. He checked his anger as a rider would bridle a horse.
38. As the rising sun dispels the clouds, so does the growth of education dispel superstition.

(Matric. '80.)

CHAPTER XVII.

AMBIGUITY.

SEC. I.—CAUSES OF AMBIGUITY.

Ambiguity is caused (*a*) by the use of equivocal words, (*b*) by ambiguity in construction. An equivocal word is a word which admits of being taken in more senses than one. When there is any doubt about the connection in which a member of a sentence is to be taken and it is doubtful which meaning is to be attached to it, it is *ambiguous*; when a word admits of several meanings and it is doubtful which meaning is to be attached to it, it is *equivocal.*

I.—Equivocation in language.

(*a*) The word *any* is a frequent cause of ambiguity.

Any, when not modified by a negative, means '*any you like*' e. g. '*every.*' *Not any* means '*not a single one.*'

Anything in 'I cannot believe anything that you say' means '*a single thing.*' *Anything* in 'I cannot believe anything that you may choose to say' means '*everything.*'

See exercise 6 for the ambiguity caused by the use of *any.*

(*b*) *But* is also a source of ambiguity; for *but* may mean 'only' or 'on the other hand'

(*c*) Words having more than one meaning cause ambiguity as *want* in exercise 11. *Want* may mean 'require' or 'be without.'

II.—Ambiguity in construction.

(*a*) *Inversions* cause ambiguity. In exercise 12, *air* may be the subject or the object of *holds.*

(*b*) *Personal pronouns* cause ambiguity when their antecedents are not clearly indicated, *e.g.* He told the coachman that *he* would be the death of him if he

did not take care what he was about and mind what he said. Here the *he* in italics may refer to the coachman or his employer.

(c) *Relative pronouns* cause ambiguity, (1) when their antecedents are not clearly indicated as in exercise 14, (2) when it is not known whether they are used in the co-ordinating or restrictive sense as in exercise 33.

(d) *The negative* often causes ambiguity, when it is not clear what part of the sentence is modified by *not* as in exercise 15.

(e) *Adverbs*, when misplaced or even inverted for emphasis, easily cause obscurity as in exercise 16.

(f) *Participles* are often used with nothing to shew what nouns they qualify, and ambiguity is caused as in exercise 18.

(g) Ambiguity is caused by the use of *a series of infinitives*, with nothing to shew whether an infinitive is parallel to, or dependent on, a previous infinitive, as in exercise 21.

SEC. II.—EXERCISES.

Each of the following sentences has more meanings than one; give them; also rewrite them removing the ambiguity:—

1. The Queen did not want solicitation to consent to the measure.
2. Henry had been from his youth attached to the Church of Rome.
3. Exactly at eight, the mother came up, and discovered that supper was ready.
4. The minister's resignation, in these circumstances, cannot be too highly praised.
5. A man who has lost his eye-sight has in one sense less consciousness than before.
6. I am not bound to receive any messenger whom you may send.
7. No person shall derive any benefit from this rule, who has not been engaged for at least five years in a house of business employing not less than a hundred clerks at any time.
8. Children of all ages.
9. John married Mary.

10. He has just passed the examination.
11. "What I want," said a pompous orator, aiming at his opponent, "is common sense." "Exactly," was the answer.
12. And all the air a solemn stillness holds.
13. Just at this moment I met a man who seemed a suspicious sort of fellow, and turned down a lane.
14. There was a public-house next door which was a great nuisance.
15. The remedy for drunkenness is not to be ascetic.
16. He left the room very slowly repeating his determination not to obey.
17. He charged me with peculation falsely asserting that I had not sent in my accounts.
18. I did not hear what you said coming so suddenly into the room.
19. I saw an old school-fellow yesterday walking down Popham's Broadway, carpet bag in hand.
20. I must be forgiven if this stranger has not received an allowance from me, placed in these trying circumstances, and surrounded by everything that can perplex and distract.
21. Do you intend to send your son to help me to work or to play?
22. The wind blew down the wall; it was very high.
23. I beat Krishnan as well as Raman.
24. Let me know Mr. Smith's address to-morrow.
25. Your boys are generally good.
26. It tells him whose kindly features are gazing upon him.
27. I love you more than John.
28. He did not sleep all last night.
29. Do it for me.
30. His father took me in.
31. I will bring them all before you.
32. He asked how old John was.
33. The next winter which you will spend in town will give you opportunities of making a more prudent choice.
34. It is requested that all members of Council, who are also members of the Land Committee, will assemble in the Council room.
35. The volume may be cordially and confidently recommended to all geologists to whom the secondary rocks of England are a subject of interest.

36. The fellows, who in conformity with their oaths had refused to submit to this usurper, had been driven forth from their quiet cloisters and gardens.
37. He has for some years been a most diligent teacher in my school.
38. I begged him to lend me the book when he reminded me of the promise I had made.
39. Hence he considered a marriage with a modern political economist as very dangerous.
40. The lion turned from all that was offered with loathing.
41. All that is favored by good use is not proper to be retained.
42. I do not promise to grant any request that you may make.
43. There are a great many rich men in the world who forget they were once poor.
44. I think you will find my spelling at all events as good as his.

(Ques. 42—4 Matric. '77.)

45. I told you before all about it.

(Give the three meanings of the above sentence. Point out where, in reading, you would place the pause or emphasis so as to express the meaning in each case.)

(Matric. '78.)

46. He intends coming up to Madras and will bring his brother with him that he may study law.
47. He refused to lend the money which I certainly expected.
48. He treated me no better than you,

(Ques. 46—48 Matric. '80.)

CHAPTER XVIII.

COMPOSITION.

SEC. I.—SUBDIVISIONS OF A THEME.

The ART OF COMPOSITION is the art of expressing one's thoughts. It cannot supply us with thoughts; but when the thoughts are ready, the art of composition points out the best methods of communicating these thoughts to others. This art is best mastered by reading the best authors and by large practice. The utmost that can be attempted here is to give a few hints.

A complete prose composition may be called a THEME or an ESSAY. A *theme* is devoted to the exposition of a whole subject and is divided into paragraphs—each of which is devoted to the exposition of a special part of the subject. A paragraph is made up of sentences each of which gives expression to a single thought.

We have first to learn the structure of sentences—next to combine sentences into paragraphs—and lastly to combine paragraphs into a theme. The structure and the interchange of sentences have been fully dealt with in the first 7 Chapters.

Paragraphs should be constructed so as to secure 1. *unity*, 2. *continuity*, and 3. *variety*. *First*, All the sentences in a paragraph should bear directly on one subject, or one portion of a subject. *Secondly*, the sentences should be so arranged as to describe one continuous train of thought, one sentence following another in a logical and natural order. *Thirdly*, the sentences should not all be equally long or all of similar construction. The chief point may be stated at the beginning; this may be proved by facts, arguments and illustrations; and the whole may be summarized at the end. This is the ideal to be aimed at; and every attempt should be made to approach the ideal.

A theme is a series of paragraphs, as a paragraph is a series of sentences. The various paragraphs bear the same relation to a theme as the various sentences of a paragraph to a paragraph.

SEC II.—STYLE.

STYLE signifies manner of writing. It refers to the suitability of the language and construction employed. The excellence of literary composition depends upon 1. the language or choice of words, and 2. the construction or arrangement of words in sentences and of sentences in paragraphs.

1. Language.

Be *accurate*, *simple*, and *concise*.

ACCURACY is of the first importance in composition. Inaccuracy may consist in:—

1. The use of a wrong word (See Chapter XI, exercises 107—119.)
2. The misuse of prepositions, conjunctions, &c., (See exercises 44—58, and 120—130, Chapter XI.)
3. The use of an equivocal word (See Chapter XV.)
4. The use of an improper synonym (the exercises in Chapter X. must enable the student to use synonyms correctly.)

SIMPLICITY. Your words should be so simple as to be perfectly intelligible to those addressed. The language of letters should be perfectly simple—should be in a conversational style. Do not be affected in your style. It is a mistake to suppose that your composition will be considered good if you manage to introduce a few fine phrases.

CONCISENESS. Do not use more words than necessary. Avoid redundancy. Do not use ten words where 2 or 3 words will be enough. (See exercises 131—140, Chapter XI.)

2. Construction.

The various parts of a sentence should be so arranged so as to secure 1. *unity*, 2. *clearness*, 3. *strength*.

UNITY. There should be only one leading idea in a sentence. If there be more than one leading point, they should be expressed in separate sentences. Ideas that have no natural and logical connection with one another should not be crowded into one sentence.

CLEARNESS. Ambiguity should be avoided. Ambiguity in construction corresponds to equivocation in language. (See Chapter XVII.)

STRENGTH. The members of a sentence should be so arranged as to convey the most forcible and vivid impression. A sentence may be made energetic by the following means: 1. by inversion; as, *silver and gold* have I none; 2. by interrogation or exclamation (see Chapter III, pp. 58 and 59,) 3. by antithesis; as, speech is silvern, but silence is golden.

SEC. III.—KINDS OF COMPOSITION.

Themes and paragraphs may be classified into:—

1. Narrations of incidents or events.
2. Biographical narrations.
3. Historical narrations.
4. Descriptions.
5. Argumentative themes.
6. Expanded paraphrase.
7. Precis-writing.
8. Letter-writing.

It is not our purpose to treat of any or all of these kinds of composition exhaustively. A few remarks will be made about each of these.

An outline scheme should first be drawn and your thoughts arranged under each of your headings before you begin to write the theme itself.

SEC. IV.—NARRATIVE THEMES.

In narrating an event, you have to mention 1. the event, 2. the persons concerned in it, 3. the time, 4. the place, 5. accompanying circumstances, and 6. causes and consequences.

In narrating the biography of a person, first give a description of the person's position, then narrate the events of his life, and conclude with an estimate of his character and any moral that may be drawn from his life.

In historical themes, begin by tracing the origin of the historical event, then narrate the incidents in the order of their occurrence, and conclude with the consequences of the events.

Exercises.

Write a short narrative theme on each of the following subjects:—

1. A walk by the sea-shore.
2. A railway journey.
3. The celebration of the Jubilee of Her Majesty Empress Victoria.
4. Lord Clive.
5. Hyder Ali.
6. The five Pandavas.
7. The Pindari war.
8. The Madras People's Park Fire of 1886.
9. The Indian Mutiny.
10. A Hindu marriage procession.
11. A Hindu festival.
12. The Dipavali feast.
13. The life of any author you know well.

(Matric. '76.)

14. From the following hints, write an account, not exceeding a page and a half, of the destruction by fire of a native village.

A village—a small hut—fire—screams—no water—hot weather—wind—flames spread—all houses destroyed—helpless women—children— homeless—Collector comes—relief—money —materials purchased—relieved.

(Matric. '84.)

15. Any historical person of whom you think highly, with your reasons for admiring his character.

(Matric '86.)

SEC. V.—DESCRIPTIVE AND ARGUMENTATIVE THEMES.

The object of description is to convey a full and clear idea of the nature, the qualities and the uses of the object described.

First, give a *general* description, the points of resemblance or difference between the object and other objects of the same class.

Secondly, give a particular description; its appearance, form, &c., its situation, a description of its parts, its varieties.

Thirdly, give its qualities and its uses.

Argumentative composition. The various parts of an argumentative theme may be arranged thus: 1. The introduction of the subject, 2. The statement of the question, 3. The arguments in support of it, 4. The refutation of objections, 5. The recapitulation and conclusion.

Exercises.

Write a short description of each of the following:—

16. The city of Madras.
17. A District Town.
18. A school building.
19. A temple or church.
20. The Madras Museum.
21. The Senate-House at Madras.
22. The kinds and uses of palm-trees.
23. A village on fire.
24. A cyclone
25. An inundation.

(Ques. 23—25 Matric '79.)

26. Any town with which you are acquainted, giving its situation, its natural features, its principal buildings, the chief occupation of its inhabitants and any historical event that may have happened in its neighbourhood.

(Matric. '85.)

Write a short essay on each of the following:—

27. Submission to superiors.
28. The advantages of short-hand writing.
29. Honesty is the best policy.
30. The benefits of commerce.
31. The benefits of telegraphic communication.
32. The advantages of technical education.
33. Female education.
34. The choice of a profession.
35. The need of a plentiful fall of rain at the monsoon.

(**Matric.** '75.)

36. Cruelty to animals.

(**Matric.** '78.)

37. Write a page, or a page and a half, on your favourite subject and on the benefit you expect to derive from the study of it.

(**Matric. '86.**)

SEC. VI.—PARAPHRASE AND PRECIS-WRITING.

A PARAPHRASE is the expression of an author's meaning in a different form. A sentence is a complete thought expressed in words; a paraphrase of that sentence is *the same thought* expressed in different words. The pupil should first understand the given passage thoroughly and then express the thought in his own language. This is the best method of paraphrase. But the interchanges treated of in Chapters II—VII will afford him some mechanical help. Simple, complex, and compound sentences may be converted from one form to another; the voices may be changed, and also the degrees of comparison. What is in the direct form may be put into the indirect, and *vice versâ.* The order of words may be changed. But such a rewriting of the given passage will not deserve the name of a paraphrase.

An *expanded* paraphrase is obtained by expanding a simple statement by the addition of comments and illustrations. An expanded paraphrase is the converse of precis-writing.

PRECIS-WRITING is the process of selecting and expressing in a single paragraph the chief points in a series of letters or documents. It is in fact writing a brief summary of the whole correspondence in the form of a short narrative.

Exercises.

Paraphrase the following passages:—

38. Changes will befall, and friends may part,
But distance only cannot change the heart;
And were I call'd to prove the assertion true,
One proof should serve—a reference to you.
Whence comes it then, that, in the wane of life,
Though nothing have occurred to kindle strife,
We find the friends we fancied we had won,
Though numerous once, reduced to few or none?
Can gold grow worthless that has stood the touch?
No; gold they seem'd, but they were never such.

39. Rome shall perish—write that word
In the blood that she has spilt;
Perish, hopeless, and abhorr'd,
Deep in ruin as in guilt.
Rome, for empire far renown'd,
Tramples on a thousand states;
Soon her pride shall kiss the ground.
Hark! the Gaul is at her gates!

40. Thought ye your iron hands of pride
Could break the knot that love had tied?
No:—let the eagle change his plume,
The leaf its hue, the flower its bloom;
But ties around his heart were spun,
That could not, would not, be undone!

41. Of Hereford's high blood he came,
A race renown'd for knightly fame.
He burn'd before his monarch's eye
To do some deed of chivalry.
He spurr'd his steed, he couch'd his lance,
And darted on the Bruce at once.
—As motionless as rocks, that bide
The wrath of the advancing tide
The Bruce stood fast.—Each breast beat high,
And dazzled was each gazing eye—
The heart had hardly time to think,
The eyelid scarce had time to wink,
While on the king, like flash of flame,
Spurr'd to full speed, the war-horse came!

42. It was a night of lovely June,
High rode in cloudless blue the moon;

Demayet smiled beneath her ray ;
Old Stirling's towers arose in light
And, twined in links of silver bright,
Her winding river lay.
Ah ! gentle planet ! other sight
Shall greet thee next returning night
Of broken arms and banners tore,
And marshes dark with human gore,
And piles of slaughter'd men and horse ;
And Forth that floats the frequent corse
And many a wounded wretch to plain
Beneath thy silver light in vain !

43. Right gladsome looked the Captain then,
And nothing did he say,
But he turned him to his little band—
Oh few, I ween, were they !
The relics of the bravest force
That ever fought in fray.
Not one of all that company
But bore a gentle name,
Not one whose fathers had not stood
In Scotland's fields of fame.

44 Perhaps in this neglected spot is laid
Some heart once pregnant with celestial fire ;
Hands that the rod of empire might have swayed,
Or waked to ecstasy the living lyre.
Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear ;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

45. But me, not destined such delights to share,
My prime of life in wandering spent and care,
Impelled with steps unceasing, to pursue
Some fleeting good that mocks me with the view,
That, like the circle bounding earth and skies,
Allures from far, yet, as I follow, flies,
My fortune leads to traverse realms alone,
And find no spot of all the world my own.

46. When I consider life, 'tis all a cheat ;
Yet, fooled with hope, men favor the deceit,
Trust on, and think to-morrow will repay ;
To-morrow's falser than the former day :
Lies worse : and while it says, 'we shall be blest,

With some new joys,' cuts off what we possessed.
Strange cozenage* ! None would live past years again,
Yet all hope pleasure in what yet remain ;
And from the dregs of life think to receive
What the first sprightly running could not give.

47. I would not have a slave to till my ground,
To carry me, to fan me while I sleep,
And tremble when I wake, for all the wealth
That sinews bought and sold have ever earned.
No: dear as freedom is, and in my heart's
Just estimation prized above all price,
I had much rather be myself the slave
And wear the bonds, than fasten them on him.
We have no slaves at home:—then why abroad?

48. Whate'er is excellent in art proceeds
From labour and endurance. Deep the oak
Must sink in stubborn earth, its roots obscure,
That hopes to lift its branches to the skies:
Gold cannot gold appear until man's toil
Discloses wide the mountain's hidden ribs
And digs the dusky ore; and breaks, and grinds
Its grity parts, and laves in limpid streams
With oft-repeated toil.

49. As when two pilgrims in a forest stray,
Both may be lost, yet each in his own way;
So fares it with the multitudes beguiled
In vain opinion's waste and dangerous wild;
Ten thousand rove the brakes and thorns among,
Some eastward, and some westward, and all wrong.
But here, alas! the fatal difference lies
Each man's belief is right in his own eyes;
And he that blames what they have blindly chose
Incurs resentment for the love he shows.

50. Farewell, a long farewell, to all my greatness;
This is the state of man; to-day he puts forth
The tender leaves of hope, to-morrow blossoms,
And bears his blushing honours thick upon him;
The third day comes a frost, a killing frost;
And, when he thinks, good easy man, full surely
His greatness is a-ripening,—nips his root,
And then he falls, as I do. I have ventured,
Like little wanton boys that swing on bladders,

* Cozenage = delusion.

This many summers in a sea of glory,
But far beyond my depth; my high-blown pride
At length broke under me; and now has left me,
Weary, and old with service, to the mercy
Of a rude stream, that must for ever hide me.
Vain pomp and glory of this world, I hate ye;
I feel my heart new open'd.

51. Thus far hear me Cromwell;
And—when I am forgotten, as I shall be,
And sleep in dull cold marble, where no mention
Of me more must be heard of—say, I taught thee,
Say, Wolsey,—that once trod the ways of glory,
And sounded all the depths and shoals of honour—
Found thee a way, out of his wreck, to rise in;
A sure and safe one, though thy master missed it.
Mark but my fall, and that that ruin'd me.
Cromwell, I charge thee, fling away ambition;
By that sin fell the angels; how can man, then,
The image of his Maker, hope to win by it?
Love thyself last: cherish those hearts that hate thee;
Corruption wins not more than honesty.
Still in thy right hand carry gentle peace,
To silence envious tongues. Be just, and fear not;
Let all the ends thou aim'st at be thy country's,
Thy god's and truth's. Then if thou fall'st, O Cromwell,
Thou fall'st a blessed martyr!

52. On what foundation stands the warrior's pride,
How just his hopes, let Swedish Charles decide;
A frame of adamant, a soul of fire,
No dangers fright him, and no labours tire;
O'er love, o'er fear, extends his wide domain,
Unconquered lord of pressure and of pain;
No joys to him pacific sceptres yield,
War sounds the tramp, he rushes to the field;
Behold surrounding kings their powers combine,
And one capitulate and one resign;
Peace courts his hand, but spreads her charms in vain;
"Think nothing gained," he cries, "till nought remain;
On Moscow's walls till Gothic standards fly,
And all be mine beneath the polar sky."

53. (*The description of a mother and child left in the desert and fainting for thirst.*)
Then was her sight unsealed, and lo! at hand

A spring was sparkling in the desert sand;
Sparkling with crystal water to the brim,
Fringed with the date, and rimmed with lilied rim.
Swiftly she speeded to the fountain's brink,
And drew a draught, and gave her boy to drink,
And watched the little lips that lingered still,
Nor tasted drop till he had drunk his fill.
Then on bent knees, with tear and smile at strife,
Mother and child, they quaffed the liquid life;
And stayed to smile, and drank to smile again,
Till sweet and cheerful seemed the silent plain;
And young leaves dancing on the desert trees
To the low music of the passing breeze,
And flowers unfolding where the glare was gone,
Spake but one tale—Hope ever, and Hope on!

(Matric. '74.)

54. It was a lovely night; the crescent moon,
(A bark of beauty on its dark-blue sea.)
Winning its way among the billowy clouds,
Unoared, unpiloted, moved on; the sky, [ed
Was studded thick with stars, which glittering stream-
An intermittent splendor through the heavens,
I turned my glance to earth:—the mountain winds
Were sleeping in their caves,—and the wild sea,
With its innumerous billows melted down
To one unmoving mass, lay stretched beneath
In deep and tranced slumber; giving back
The host above, with all its dazzling sheen,
To Fancy's ken, as though the luminous sky
Had rained down stars upon its breast.

(Matric. '75.)

55. At length, awaking, with a contemptuous frown,
Indignant Thales eyes the neighb'ring town.
"Since worth," he cries, "in these degenerate days,
Wants ev'n the cheap reward of empty praise;
In these curs'd walls, devote* to vice and gain,
Since unrewarded Science toils in vain;
Since hope but soothes to double my distress,
And ev'ry moment leaves my little less;
While yet my steady steps no staff sustains
And life still vig'rous revels in my woes,
Grant me, kind Heaven, to find some happier place

* Devote = devoted.

Where honesty and sense are no disgrace.
(Matric. '76.)

56. How richly glows the water's breast
Before us, tinged with evening hues,
While, facing thus the crimson West,
The boat her silent course pursues!
And see how dark the backward stream,
A little moment past so smiling;
And still, perhaps, with faithless gleam
Some other loiterers beguiling.
(Matric. '77.)

57. The streams which kissed the living banks,
Ran smooth and winding, deep and clear,
Now edged by graceful willow-ranks,
Now tufted palms approached so near,
That every long leaf mirrored lay,
On waves that crept and stole away
With murmurs musical and loud;
While many a lily at the brink
Pressed down her lips of gold to drink,
And drinking lovelier seemed to blow.
(Matric. '78.)

58. Happy the man, whose wish and care
A few paternal acres bound,
Content to breathe his native air
In his own ground.
Blest, who can unconcern'dly find
Hours, days, and years slide swift away,
In health of body, peace of mind,
Quiet by day.
Sound sleep by nights; study and ease
Together mixed; sweet recreation,
And innocence, which most does please
With meditation.
Thus let me live, unseen, unknown;
Thus unlamented let me die,
Steal from the world, and not a stone
Tell where I lie.
(Matric. 80.)

59. Beneath the hedge, or near the stream,
A worm is known to stray,
That shows by night a lucid beam
Which disappears by day.
Disputes have been, and still prevail,

From whence his rays proceed ;
Some give that honour to his tail,
And others to his head.
But this is sure—the hand of might
That kindles up the skies
Gives him a modicum of light
Proportioned to his size.
Perhaps indulgent nature meant
By such a lamp bestowed,
To bid the traveller as he went,
Be careful where he trod ;
Nor crush a worm whose useful light
Might serve, however small,
To show a stumbling stone by night,
And save him from a fall.

(**Matric. '81**.)

60. Fair blossoms of a fruitful tree,
Why do ye fall so fast ?
Your date is not so past,
But you may stay yet here awhile
To blush and gently smile,
And go at last.
What were ye born to be
An hour or half's delight,
And so to bid good night ?
'Twas pity Nature brought ye forth
Merely to show your worth,
And lose you quite.
But you are lovely leaves, where we
May read how soon things have
Their end, though ne'er so brave :
And after they have shown their pride
Like you, awhile, they glide
Into the grave.

(**Matric. '82**.)

61. Sweet forest bird ! To-day thy note
Is louder, gladder, than before,
With thee my spirit longs to float,
With thee I fain to God would soar.
Sing on, sweet forest minstrel ; sing,
Until thy feeble force be spent,
The glorious opulence of spring,
Its life, and love, and merriment.

And though thy song for ever ring
Through endless ages without rest,
Not half the beauty could'st thou sing,
So fair the world that God has blest.

(Matric. '83.)

62. The shades of evening veil the lofty spires
Of Kasi's gilded shrines! A twilight haze
The calm scene shrouds. The weary boatmen raise
Along the dusky shore their crimson fires,
That tinge the circling groups. As day retires,
The lone and long-deserted maiden strays
By Gunga's stream, where float the feeble rays
Of her pale lamp—but lo! the light expires!
Alas! how cheerless now the mourner's breast,
For life hath not one charm. Her tears deplore
The fond youth's early doom, and never more
Shall Hope's sweet vision yield her spirit rest!
The cold wave quenched the flame, an omen dread,
The maiden dare not question—he is dead.

(**Matric. '84.**)

63. As two young bears, in wanton mood,
Forth issuing from a neighbouring wood,
Came where the industrious bees had stored,
In artful cells, their luscious hoard;
O'erjoyed they seized, with eager haste,
Luxurious on the rich repast.
Alarmed at this, the little crew
About their ears vindictive flew.
The beasts unequal to sustain
The unequal combat, quit the plain;
Half blind with rage, and mad with pain,
Their native shelter they regain;
There sat, and now, discreeter grown,
Too late their rashness they bemoan;
And thus by dear experience gain,
That pleasure's ever bought with pain.

(**Matric. '85.**)

64. The glories of our birth and state
Are shadows, not substantial things;
There is no armour against fate:
Death lays his icy hand on kings:
Sceptre and crown
Must tumble down

And in the dust be equal made
With the poor crooked scythe and spade.
Some men with swords may reap the field,
And plant with laurels where they kill,
But their strong nerves at last must yield;
They tame but one another still:
Early or late
They stoop to fate
And must give up their murmuring breath,
When they, pale captives, creep to death.

(**Matric. '86**.)

CHAPTER XIX.

LETTER WRITING.

A letter is mostly a narration; but it is sometimes also a description or an exposition. The language of letters should be plain and simple; it is desirable that letters are written in a conversational style.

The mechanical arrangement of a letter is important. If this is neglected, and if the letter is written in a careless, slovenly fashion, a very poor opinion will be formed of the writer of the letter. It can be no justification to say that the letter was written in haste.

SEC. I.—LETTERS IN THE FIRST PERSON.

Every letter should contain:—

1. The place of writing.
2. The date of writing.
3. The greeting.
4. The letter proper.
5. The subscription.
6. The name of the recipient.
7. The superscription.

EXAMPLE.

20, MINT STREET, MADRAS,
21*st December* 1887.

MY DEAR RAMASAMI,

You will be happy to hear that I have answered all the papers satisfactorily and that I hope to secure a good position in the first class. The third National Congress is to be held

here in the last week of this month; and I do not want to deny myself the pleasure of hearing our best orators. I therefore purpose to leave Madras by the night train on the 1st Prox. Please wait for me at the station on the morning of the 2nd Prox. I shall stay with you for two or three days and then go to my father at Shealli.

Yours sincerely,
K. KRISHNASAMI.

To

Mr. C. Ramasami Aiyar,

Cuddalore.

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1. **The place of writing** should be written at the top right hand corner of the letter, as in the above example. The name of the town may be given without the address, (*i e* without the name of the street.) If you desire to give your address, name your residence, the proper place for it is at the top, as in the example. Do *not* write '20, Mint Street' below your signature. If, however, you desire to give your designation, and not your residence, write the name of your office at the top, and your designation below the signature. For instance, if you are a clerk in the Anglo-Vernacular School, write at the top 'Anglo-Vernacular School, Madras,' instead of '20, Mint Street, Madras,' and write below the signature 'clerk.' If you desire to give both addresses, write the house-address at the top, as in the example, and your designation 'clerk, Anglo-Vernacular School' below the signature.

2. **The date of Writing**. Give the date immediately *below* the name of the place, as in the example. If the sheet be broad enough, you may write the date in the same line as the place. The date may be written.

24, MINT STREET, MADRAS,
21*st December* 1887.

or

24, MINT STREET, MADRAS, 21*st December* 1887.

Give the date, then the month, and last the year, as above; *or* the month, the date, and the year, as December, 21, 1887. We may also write 21/12/87 or 21-12-87; this form is inconvenient for the writer of the letter, as well as for the person reading it, as the number of the month will have to be

counted, before the month is written or understood. This abbreviated form is therefore used only when space is limited.

3. Forms of greeting or address. The form of greeting as 'sir,' 'dear sir,' is written on the left-hand side, as in the example. The following is a list of the various forms of greeting used, according to the degree of familiarity between the writer and the addressee. The first is the least familiar and the last is the most familiar.

1.	*Sir*	To a perfect stranger, to a bookseller, or to a person whom you do not claim to be your friend.
2.	*Dear Sir*	A little more familiar.
3.	*My dear Sir*	To acquaintances—more familiar than the first two.
4. *a*	*My dear Mr. Jones*	To friends not very familiar. *Jones* is the family name, and *William* is the Christian name, the full name being 'William Jones.'
b	*My dear Mr. Tyagarajaiyar*	Same as the previous one 'My dear Mr. Jones.'
5. *a*	*My dear Jones*	To friends.
b	*My dear Tyagarajaiyar*	Do.
6. *a*	*My dear William*	To close relatives and friends. *William Jones* is the full name, and the person is addressed by his Christian name, as, 'my dear William' only by close relatives and friends.
b	*My dear Tyagarajan*	To close relations and friends.
7. *a*	*My dear Willie*	Very familiar; the terms of intimacy ought to be much greater than in all the previous cases. This

	form of address is used by very close relatives. A Hindu will therefore have no occasion to use it.
7. *My dear Tyagu*	To close relatives and friends—on terms of great intimacy.
8. *My dear father, mother, &c.*	To relations.
9. *My dear brother, sister, son, &c.*	Do.

Always place a comma after the words of greeting, which ought to be written in a separate line.

4. **Letter Proper.** Do not begin your letter with words to the following effect, 'I am well by the grace of God and hope to hear the same from you.' This is a peculiarity of vernacular letters and is inappropriate to an English letter. The language should be simple and in a conversational style.

5. **Forms of Subscription.** 'Subscribe' means 'to write under'. The subscription is the concluding portion of the letter where you affix your signature. The following are forms of subscription :—

1. *Yours faithfully*	To strangers, to booksellers, and tradesmen who are strangers to you.
2. *Yours very faithfully*	The same, but a shade more familiar; to be used when writing the third or the fourth time to a stranger.
3. *Yours truly*	To acquaintances, with whom you are a little familiar.
4. *Yours very truly*	More familiar than the third form.
5. *Yours sincerely*	To friends.
6. *Yours very sincerely*	To close friends.
7. *Yours obediently* .... *Yours very obediently*	To superiors.
8. *Yours dutifully* .... *Yours very dutifully*	To such relations, as the father, the mother,

		the uncle, the aunt, an elder brother or sister.
9.	*Yours affectionately*............ *Yours very affectionately*......	To brothers, sisters, and such relations as are not your elders; sometimes also to your elderly relations, and sometimes to close friends.

Forms of subscription Nos. 1 and 2 correspond to forms of greeting Nos. 1, 2 and 3.

Form ,, ,,	No. 3	sometimes corresponds to	No. 3
,, ,, ,,	No. 3	corresponds to ,, ,,	No. 4
,, ,, ,,	No. 4	,, ,, ,, ,, ,,	No. 5
,, ,, ,,	No. 5	,, ,, ,, ,, ,,	No. 6
,, ,, ,,	No. 6	,, ,, ,, ,, ,,	No. 7
,, ,, ,,	No. 7	,, ,, ,, ,,	Nos. 1, 2, 3, and 8.
,, ,, ,,	No. 8	,, ,, ,, ,, ,,	No. 8
,, ,, ,,	No. 9	,, ,, ,, ,, ,,	No. 9, also to Nos. 6, 7 and 8.

NOTE.—The above forms of subscription must be followed by the signature, as in the example. It is WRONG to say 'Yours affectionately son, Ramasami,' 'Yours sincerely, Ramasami.' The adverbs *affectionately*, *dutifully*, &c., should be followed by no other noun than the name of the person writing the letter. It is WRONG to say 'Yours obediently, student.' Note that there is no apostrophe in the word *yours*. It is WRONG to write *your's* or *yours'*.

Other forms of subscription are :—

1. Your sincere friend.
2. Your obedient servant.
3. Your obedient son, daughter, &c.
4. Your dutiful son, &c.

The form 'your obedient servant' is used not only when writing to superiors, but also when writing to tradesmen, strangers. It is only a matter of courtesy; and you ought not to suppose that this form should be used only when you are the servant of the addressee.

All these forms of subscription may be preceded by the words, I remain,' or 'I beg to remain,' or 'I am.' Sometimes the form

of greeting used at the beginning of the letter is repeated in the form of subscription, thus:—

1. I beg to remain, sir, yours faithfully, Krishnan.	4. I beg to remain, sir, your obedient servant, Krishnan.
2. I remain, yours sincerely, Krishnan.	5. I remain, dear sir, yours obediently, Krishnan.
3. I am, yours affectionately, Krishnan.	6. I am, your dutiful son, Krishnan.

If you say 'Sir' in the greeting, you must say 'Sir' in the subscription; if you say 'Dear Sir' in the one place, you must say the same in the other place.

Sometimes the conclusion is in the following form. 'Believe me, Sir, to be yours obediently, Rama.' This form is correct if you do not couple the imperative 'believe' with a verb in the indicative mood. You ought *not* to write: 'I hope you will succeed in your endeavours and believe me, Sir, &c.'

One other caution with respect to the conclusion of a letter. Hindu letters often conclude in the following terms: "Hoping that this letter will find you, as it leaves me, in good health." This is un-English and no Englishman ever concludes his letter in such terms.

6. **The name of the recipient** is inserted at the end—on the left-hand side, as in the example. This however is not absolutely necessary in all cases. You may have to write a number of letters at once, you may write the letters, and at the end enclose them in envelopes and begin to write the superscription. This will be easy if the name of the recipient has been written in each letter; otherwise you will have to read the letters again to find out to whom each of them is addressed—an inconvenient process. The convenience of inserting the name of the recipient at the foot of each letter thus becomes obvious.

7. **The superscription**. This is the address on the envelope. The superscription ought to be particularly legible; if the Post Office officials cannot make out the address, the letter will be sent to the Dead Letter Office and not to the addressee.

Do not begin at the top of the envelope, leave enough space for affixing the postage stamp. Write the name, in the first line, the place of residence or designation in the second line, and the post town of destination in the last line. The following are models :—

Postage Stamp.
M. R. R. A. RAMASAMI AIYAR AVERGAL, 5, *Car Street*, MADURA.

Postage Stamp.
JOHN ADAM, ESQ., M. A., *Principal*, *Pacheappa's College*, MADRAS.

Postage Stamp.
MESSRS. BINNY & CO., *Armenian Street*, MADRAS.

Exercises.

Write a letter on each of the following topics:—

1. A son leaves home after the winter vacation for Madras and rejoins his school ; two months afterwards, he

writes to his father, giving an account of the progress made in his studies during that period.

2. A student at Tanjore writes to his younger brother in Cuddalore, describing Tanjore and Tanjore schools.
3. A father writes from Madura to his son, who is a student of the Senior F. A. class in Madras, exhorting him to take care of his health and his studies.
4. A pupil writes to the Headmaster of his school for a fortnight's leave on account of a marriage.
5. A student, absent on account of illness, writes to a schoolmate for information about the portions done in class during such absence.
6. The Headmaster of a Mofussil school writes to the Headmaster of the Commercial High School, Madras, for information about commercial examinations, classes and subjects.
7. The Principal of a Mofussil College writes to the Principal of Pacheappa's College, Madras, if masters competent to teach commercial subjects are available.
8. The District Judge of Tanjore writes to Mr. John Adam, M. A., Madras, if he can supply a short-hand writer for the District Court.

9. Write as an exercise in composition a letter from A to B, giving an account of a journey made by himself and C, partly by rail, and partly by bullock-cart, and bringing in the following particulars:—Almost missed the train; left a box behind; carriages crowded; hot, dusty, uncomfortable journey; halted at D, where spent a night; bad accommodation; difficulty in getting bullocks; bad roads; &c.

N. B.—Vary your construction as much as possible, avoiding too many short sentences, and let your language be simple.

(Matric. '81.)

10. Write in the first person a short note to a friend asking him to lend you a book to help you in preparing for an examination.

(Matric. '82.)

SEC.—II. LETTERS IN THE THIRD PERSON.

Invitation cards and short formal notes are generally written in the third person. The form of greeting and the subscription are omitted (*i.e.*, there is no greeting as 'Sir,' 'Dear Sir,' &c., and there is no signature). The place and date

of writing are given at the bottom left-hand corner; the name of the recipient is omitted.

EXAMPLE.

Mr. John Smith requests Mr. K. Johnson the loan of his 'Fawcett's Political Economy' for a week.

MADRAS, }
1/2/88. }

Mr. K. Ramasami aiyar presents his compliments to Mr. A. Krishnaiyar and begs to know whether he can give him the present address of his friend Mr. A. Rungasami Naidu, B. A., who retired last month on pension from the Presidency College.

MADRAS, *2nd February* 1888.

Exercises.

11. A note, in the third person, to Messrs. Srinivasa, Varadachari & Co., Triplicane, if they can supply English publications at $9\frac{1}{2}$ Annas the shilling.
12. A reply in the affirmative to the above, in the third person.
13. A note in the third person, to the librarian of your College if books will be lent out during the vacation.
14. A reply to the above that books will be lent if a money security is given or if the Principal's special permission is obtained.
15. Write in the third person an order to a tradesman for an article, stating that you have forwarded the money for it, and specifying the mode in which it is to be sent to you.

(Matric. '82.)

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